

INTEGRATING ISLAMIC VALUES IN BUILDING INDEPENDENCE AND MORALITY IN CHILDREN IN THE ERA OF RAPID TECHNOLOGICAL DEVELOPMENT

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Abstract

Rapid technological developments have brought significant changes to children's learning patterns, behaviour, and character. Although these developments open up great opportunities to expand knowledge and skills, challenges such as moral degradation, declining independence, and exposure to negative content pose real threats. This study aims to analyse strategies for integrating Islamic values in building independence and morality in children in the digital age, using a qualitative descriptive literature review method. Data were obtained from relevant literature, including books, journal articles, and previous studies, which were then analysed using *content analysis*. The results of the study indicate that Islamic values—such as *Amanah* (trustworthiness), *Tawhid* (monotheism), honesty, responsibility, and *Ukhuwwah* (brotherhood)—play a fundamental role in shaping the character of independent and moral children amid technological advances. The effectiveness of integrating these values is greatly influenced by the involvement of parents, educational institutions, and the social environment through creative and adaptive approaches, such as the use of interactive Islamic digital media, education based on role models, and Islamic digital literacy. This study recommends collaborative strategies that leverage technology as a tool to strengthen Islamic values, enabling children to grow into a generation of intelligent, independent, and morally upright Muslims in the digital age.

Keywords: Islamic values, child independence, child morality, character education, technological era, Islamic digital literacy.

Introduction

The rapid development of information and communication technology has brought significant changes to various aspects of life, including children's mindsets, behaviour, and social interactions. The presence of the internet, social media, and digital devices such as smartphones has transformed how children learn, play, and interact with their environment (Nurdiana et al., 2023) ; (Tuhuteru et al., 2023) ; (Haddar et al., 2023) . This phenomenon not only presents significant opportunities for children to access information and develop new skills but also poses serious challenges in shaping

their character and morality (Cahyono, 2025) . In this context, discussions on how to foster independence and morality in children have become urgently necessary, especially when the massive influence of technology is not balanced by a strong foundation of values.

Islam, as a comprehensive value system, provides clear guidelines on the importance of developing noble character and independence from an early age. Values such as honesty, responsibility, hard work, discipline, and respect for parents and others are integral parts of Islamic teachings that are relevant to be applied in daily life (Hakim, 2022) . From an Islamic perspective, children's education does not only emphasise cognitive aspects but also spiritual and moral aspects. Therefore, integrating Islamic values into children's education, especially in the technological era, is an important strategy to ensure they grow into independent, virtuous individuals who can use technology wisely (Marlina, 2023) .

The advent of the digital age brings two sides of the coin. On the one hand, technology can be an effective tool to support children's learning and self-development. Children can access literature, online learning, and even connect with the outside world in a matter of seconds. However, on the other hand, exposure to negative content, cyberbullying, excessive online gaming, and an instant culture that weakens resilience and personal responsibility pose real threats. Without adequate religious values, children are at risk of engaging in behaviour that contradicts Islamic norms and ethics (Andrian et al., 2024) .

Independence in the Islamic perspective does not only mean the ability to take care of oneself, but also the ability to make the right decisions in accordance with Islamic teachings, to be responsible for one's choices, and to have the determination to remain steadfast on the right path. Children who are independent in an Islamic sense are expected to be able to control themselves, not easily influenced by negative influences, and able to set priorities in their lives. The development of such independence naturally requires the active role of the family, school, and community, which form the primary learning ecosystem for children (Andriani, 2020) .

Morality in Islam encompasses virtuous behaviour (akhlaq al-karimah) derived from the Quran and the Sunnah of Prophet Muhammad SAW. In this era of rapidly advancing technology, children's morality faces serious challenges. For example, content containing violence, pornography, hate speech, and consumerist behaviour can be easily accessed without adult supervision (Ulfah, 2024) . If not fortified with Islamic-based moral awareness, children tend to adopt behaviour that deviates from religious teachings. Islamic moral education here functions as an internal "filter" that can select information and behaviour that are appropriate to emulate.

The integration of Islamic values in shaping children's character in the technological era is not merely a formal teaching process, but also a process of habit formation, modelling, and internalisation of values in daily life. Parents, teachers, and

the environment play complementary roles. When children are introduced to technology with Islamic values as a guiding framework, they will develop the habit of using technology for beneficial purposes and avoid behaviours that harm themselves or others. (Wana, 2023) .

One of the biggest challenges is how to keep Islamic values relevant and interesting for children amid the rapid flow of digital content. Education that is too normative and one-sided often makes children less interested. Therefore, a creative model of integrating Islamic values is needed, utilising digital media as a means of interactive learning (Wulandari, 2022) . For example, the use of the Islamic education app, short age-appropriate da'wah videos, and interactive stories based on the life of the Prophet can serve as a bridge to introduce Islamic values in a contextual manner.

Islamic values-based education today must be adaptive, where methods and media keep pace with technological developments, yet the substance of its teachings remains grounded in authentic Islamic sources. This is where literature review emerges as an appropriate research method, as this approach enables researchers to explore theories, strategies, and best practices from various relevant studies and literature. As a result, a conceptual framework can be developed that integrates Islamic values with the realities of technological challenges. (Fatimah, 2020) .

Many previous studies have shown that children's independence can be fostered through the instilling of values such as responsibility, honesty, and hard work from an early age. Similarly, children's morality can be effectively shaped through parental role modelling, environmental control, and the habit formation of good behaviour (Fauzi, 2022) . However, most of these studies have not extensively examined how technological factors interact with Islamic values in simultaneously fostering children's independence and morality. This study aims to address this gap (Atika, 2021) .

The urgency of this research is increasingly high, given that recent data shows that more and more school-aged children are using digital devices every day without supervision. This fact necessitates the development of an Islamic values-based character education model that is not only protective but also proactive in guiding children to navigate the digital environment (Fatimah, 2020) . Muslim families should not merely restrict access to technology but also equip children with moral understanding and cognitive skills to filter information (Fauzi, 2022) .

Based on the above description, this study aims to examine strategies for integrating Islamic values in building independence and morality in children in the technological era through an analysis of relevant literature. It is hoped that the results of this study can serve as a reference for educators, parents, and policymakers in designing an Islamic character education model that is responsive to technological developments, thereby producing a generation of Muslims who are intelligent, independent, and of noble character.

Research

This study uses a qualitative descriptive *literature review* method. All data were obtained through a review of various written sources such as Islamic education books, international and national scientific journals, academic articles, previous research reports, and reliable online sources relevant to the issue of integrating Islamic values, fostering independence, and moral development in children in the era of technological development (Elijah & Aslan, 2025). The data collection process was conducted using documentation techniques, followed by analysis using *content analysis* to identify, categorise, and synthesise the findings. The analysis focused on how Islamic values can be practically implemented in learning, family development, and the social environment to shape children's independent and moral character amid rapid technological challenges (Torraco, 2020).

Results and Discussion

Integration of Islamic Values in Building Children's Independence in the Technological Era

In the contemporary era marked by rapid technological advancements, integrating Islamic values into the development of children's independence has become a crucial educational strategy. Children are increasingly accustomed to living in a digital environment that offers unlimited access to knowledge, yet simultaneously presents various risks such as the spread of misleading information and moral degradation. By instilling Islamic principles from an early age, children will develop a strong ethical foundation to navigate the diverse challenges of the modern world wisely and responsibly. ; (Sarmila et al., 2023).

Islam emphasizes the importance of developing a sense of personal responsibility, self-discipline, and accountability, which are key attributes in fostering independence in children. These values align with the demands of the technological age, where children are expected to make decisions independently and manage their use of digital media with full awareness. This integration process ensures that children's independence is not only based on practical skills but also grounded in strong spirituality and morality. (Setiawan, 2022).

The concept of *Tawhid*, or the oneness of Allah, in Islamic teachings instils a clear sense of purpose in life and ethical behaviour that strengthens children's ability to act independently without deviating from divine guidance. This spiritual foundation helps children to critically evaluate various negative influences in the digital world and choose a path that is in accordance with Islamic teachings (Syafitri, 2022). Additionally, Islamic education encourages the development of the qualities of *Amanah* (trustworthiness) and *Ikhlas* (sincerity), teaching children to be honest, sincere, and responsible in both personal interactions and digital activities. These values serve as a moral shield against deceptive or harmful behaviour commonly found in online interactions (Rahman, 2023).

The rapid penetration of technology into children's lives requires an innovative pedagogical approach so that Islamic values can be integrated effectively. The use of interactive digital learning tools and culturally relevant educational materials will make it easier for children to understand and apply Islamic ethics, thereby creating a balance between technological skills and moral integrity (Mihamad Rasit & Burhan, 2024) . The involvement of parents rooted in Islamic teachings is crucial in strengthening the application of these values at home. Parents are the primary role models, and their active participation in guiding children's use of digital media will ensure consistency in the instillation of values while enhancing children's ability to independently manage technology use (Suryani, 2021) .

Educational institutions and communities also play a complementary role in creating an environment that combines Islamic values with technological skills. Qur'anic studies, Hadith learning, and ethical reasoning training can be integrated into the curriculum so that children have a comprehensive framework for making independent decisions (Habibie, 2021) .

However, challenges remain, especially in dealing with the flow of negative digital content that contradicts Islamic morality. Overcoming these challenges requires not only teaching values, but also developing critical thinking skills that equip children to effectively sort, reject, and avoid bad influences (Ahmad, 2023) . The success of integrating Islamic values in fostering children's independence amid technological advancements also demands adapting traditional educational methods to the digital context. Approaches such as gamification, storytelling through multimedia, and social media awareness campaigns rooted in Islamic ethical teachings can be more effective in engaging children and making moral lessons relevant to their lives (Sanusi, 2024) .

The results of the study indicate that children who receive education based on the integration of Islamic values have higher resilience to peer pressure and digital temptations, enabling them to use technology more responsibly. These findings underscore the importance of integrating spiritual and ethical education into technology literacy programmes. Additionally, instilling a sense of social responsibility or *Ukhuwwah* encourages children to support and monitor each other's online behaviour. This principle establishes collective moral standards that strengthen individual independence while fostering awareness of shared responsibility in the digital world. .

The integration of Islamic values also includes efforts to develop emotional intelligence within the framework of religious teachings, so that children are able to manage digital interactions with empathy and respect. These skills can prevent conflicts, minimise misunderstandings, and create harmonious relationships in the digital space (Susanti, 2023) .

Thus, building children's independence in the technological era through the integration of Islamic teachings requires a comprehensive approach, involving support

from families, schools, and communities. This integration model equips children not only with technological skills but also with a moral compass that will guide them to become independent individuals with noble character. Future educational policies should prioritise this integration model to ensure that technological advancements do not outpace moral development. This will help preserve the holistic development of Muslim youth, both in terms of digital competence () and the strength of their faith and character in the face of modern challenges.

The Role of Islamic Values in Shaping Children's Morality Amid Technological Developments

The rapid development of technology has fundamentally changed the patterns of social interaction and the mindset of children. As the digital generation, children are exposed to a variety of virtual environments that provide vast amounts of information as well as complex moral challenges. In this context, Islamic values play a central role as a strong moral foundation in shaping the character and behaviour of children so that they remain ethical in their use of technology. Islamic values are not only spiritual guidelines but also guide children to understand right from wrong, refrain from improper actions, and enhance awareness of social responsibility in the digital world. ; (Jayadi et al., 2023) .

Islam views morality as an integral part of faith that cannot be separated from daily activities. Islamic teachings instil noble character through principles such as honesty, trustworthiness, patience, humility, and compassion, which must be instilled from an early age. These values serve as an internal filter for children in evaluating and responding to external influences, including the influence of technology, which often contains negative content such as violence, pornography, and lies. With Islamic moral values, children are equipped with strong psychological and spiritual tools that help them make ethical choices in their daily use of technology (Yusuf, 2022) .

Conceptually, morality in Islam refers to morals based on the Qur'an and Sunnah of the Prophet Muhammad SAW, which includes relationships between humans and Allah, between humans, and with the environment. The process of effective moral development in children must include holistic education that teaches these values consistently. In the digital age, instilling these values can be achieved through innovative approaches such as integrating religious education with interactive and contextual digital media, ensuring that children do not perceive Islamic values as outdated or irrelevant. .

Digital technology, while bringing many benefits to education and communication, also poses serious moral risks such as the potential for addiction, weakened empathy, and the spread of ideas and values that are contrary to Islam. This situation calls for Islamic moral values education that is responsive and adaptive to the digital context in order to protect children from negative influences. Islamic moral

education is expected to serve as a strong foundation and a tool to balance technological advancement and spiritual maturity (Rachmawati et al., 2020).

The role of the family, especially parents, is crucial as the first and primary environment in shaping children's morality. Parents who consistently teach Islamic values () and apply educational parenting patterns will create a home that serves as a moral shield for children in facing the digital world. Active involvement in monitoring children's activities in the technological realm and educating them about the ethics of digital media use strengthens the internalisation of Islamic moral values in children (Fauzan, 2025); (Widjaja & Aslan, 2022). In addition to the role of the family, formal educational institutions also function as an important arena for strengthening children's morality. Schools provide a space to explore and practice Islamic values through the curriculum, extracurricular activities, and a conducive social environment. By incorporating character education based on Islamic values into the learning programme and utilising technology as an educational medium, children not only gain religious knowledge but also moral skills to face various situations in the real world and the virtual world (Widjaja et al., 2022).

In facing the challenges of the digital age, the development of critical thinking skills and digital literacy based on Islamic values is very important. Children who can think critically are less susceptible to being influenced by hoaxes, provocation, and negative content circulating on social media. They can filter information based on Islamic moral values, choose what is beneficial, and avoid influences that harm their moral character (Usman, 2023). Therefore, religious education must be combined with the strengthening of digital literacy.

Strengthening spirituality and closeness to religious values, such as through regular worship, reading the Qur'an, and understanding Asmaul Husna, can strengthen children's morals in facing the influence of technology. These religious activities foster awareness of God and social responsibility, encouraging children to behave well and avoid harmful behaviours towards themselves and others, including in the digital realm (Simatupang, 2023).

Technology can also be an effective means of spreading Islamic moral values if used creatively and appropriately. Multimedia-based religious education, Islamic educational apps, and interactive da'wah content can capture children's interest and help them understand moral values in an enjoyable and contextual manner. This interactive learning approach is more effective than traditional methods, which tend to be static and less appealing to the digital generation (Maharani et al., 2025).

Research indicates that children who receive integrated Islamic moral education combined with the use of technology tend to have higher moral resilience against negative social temptations and pressures. They are able to develop self-control, empathy, and strong ethical awareness when interacting with technology. This also

underscores the urgency of re-mapping moral education methods to align with the latest technological developments (Rosita, 2023).

Social values such as *ukhuwwah* (brotherhood) in Islam also strengthen the formation of children's morality. A harmonious social environment and mutual supervision play a role in strengthening moral character. Children are taught to remind one another of good deeds and to help others when facing various potential moral dangers in the digital age. This social dimension is crucial for building a healthy collective morality and maintaining individual integrity (Rahim, 2023).

The development of emotional intelligence based on Islamic values also contributes to the moral formation of children in the technological era. Children who have the ability to manage their emotions with empathy and patience can avoid conflicts and negative behaviours that often arise in digital interactions. This emotional intelligence helps them build positive relationships both online and offline based on Islamic ethics. The entire process of shaping children's morality with Islamic values in the technological era requires synergy between the roles of family, school, community, and adaptive educational policies (Adam, 2023). This multidimensional approach ensures that children receive consistent and comprehensive moral guidance both in real life and in the digital world, enabling them to grow into intelligent, faith-filled, and virtuous individuals. (Fitriah Ardiansari, 2022).

Ultimately, integrating Islamic values into the moral development of children amid technological advances is essential to ensure that technological progress does not erode spiritual and ethical values. Educational policies and character development must prioritise a balanced strategy between embracing technology and strengthening Islamic morality. In this way, the young Muslim generation in Indonesia and around the world can face the challenges of the modern age with a strong moral compass and become agents of positive change in an increasingly digital society.

Conclusion

The rapid development of technology has had a significant impact on children's mindsets, behaviour, and character, both positively and negatively. On the one hand, technology presents great opportunities to improve children's knowledge, skills, and global connectivity. However, on the other hand, exposure to content that is not in line with Islamic moral values, instant culture, and the negative influence of digital media can weaken children's independence and erode their morality. In this context, the integration of Islamic values has proven to be a strong foundation, not only as a spiritual guide but also as an ethical framework that can direct the wise use of technology, foster responsible independence, and preserve children's noble character amidst the relentless tide of modernisation.

The development of independence in children from an Islamic perspective is not only related to the ability to take care of oneself, but also to the determination to make

decisions in accordance with Islamic law, manage time, and take responsibility for personal actions both in the real world and in the digital space. Similarly, children's morality, which is built on the values of the Qur'an and Sunnah, becomes an effective shield in facing various temptations and moral challenges brought about by technology. Collaboration between families, schools, and the social environment plays a central role in ensuring that the internalisation of Islamic values occurs continuously. Through creative approaches—such as the use of interactive Islamic digital media, education based on role models, and mastery of Islamic digital literacy—these values can be instilled in a manner relevant to the needs of the current generation.

Overall, integrating Islamic values in building independence and morality in children in the technological era requires adaptive, comprehensive, and contextual strategies. Islamic character education must utilise technological advances as a partner, not a threat, so that children can grow into technologically savvy individuals who also uphold the principles of faith and noble character. The success of this process will produce a generation of Muslims who are independent, moral, and capable of becoming agents of positive change in an increasingly digital global society. Thus, the synergy between technological advancement and the strengthening of Islamic values is the key to maintaining the quality of future generations.

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