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DIGITAL ETHICS IN THE PERSPECTIVE OF ISLAMIC RELIGIOUS EDUCATION: CONSTRUCTING RELIGIOUS AWARENESS IN CYBERSPACE

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Abstract

The rapid development of digital technology has created a new space for social interaction that raises significant ethical and moral challenges. Phenomena such as the spread of misinformation, hate speech, and irresponsible online behavior indicate a lack of ethical awareness in digital media use. This article aims to examine digital ethics from the perspective of Islamic Religious Education as an effort to build religious awareness in cyberspace. This study employs a qualitative approach through library research by analyzing primary and secondary sources, including the Qur'an, hadith, literature on Islamic Religious Education, Islamic ethics, and contemporary studies on digital ethics. Data were analyzed using descriptive-interpretative content analysis. The findings reveal that digital ethics in the perspective of Islamic Religious Education is grounded in religious values such as trustworthiness, honesty, proper conduct, responsibility, and awareness of divine supervision. These values play a crucial role in shaping ethical and moral digital behavior. Islamic Religious Education contributes strategically to fostering religious awareness in the digital sphere by internalizing faith-based values that encourage self-control and moral responsibility in digital activities. This study highlights the relevance of integrating digital ethics within Islamic Religious Education as a normative and educational approach to addressing moral challenges in the digital era.

Keywords: *Digital Ethics; Islamic Education; Religious Awareness; Cyberspace.*

Abstrak

Perkembangan teknologi digital telah menghadirkan ruang baru bagi interaksi sosial yang tidak terlepas dari persoalan etika dan moral. Berbagai fenomena seperti penyebaran hoaks, ujaran kebencian, dan perilaku tidak bertanggung jawab di dunia

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maya menunjukkan rendahnya kesadaran etis dalam penggunaan media digital. Artikel ini bertujuan untuk mengkaji etika digital dalam perspektif Pendidikan Agama Islam sebagai upaya membangun kesadaran religius di dunia maya. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian kepustakaan (library research), dengan menganalisis sumber-sumber primer dan sekunder yang relevan, seperti Al-Qur'an, hadis, literatur Pendidikan Agama Islam, etika Islam, serta kajian kontemporer mengenai etika digital. Data dianalisis menggunakan teknik analisis isi secara deskriptif-interpretatif. Hasil penelitian menunjukkan bahwa etika digital dalam perspektif Pendidikan Agama Islam berlandaskan nilai-nilai religius seperti amanah, kejujuran, adab, tanggung jawab, dan kesadaran akan pengawasan Tuhan. Nilai-nilai tersebut berperan penting dalam membentuk perilaku digital yang etis dan bermoral. Pendidikan Agama Islam memiliki kontribusi strategis dalam membangun kesadaran religius di dunia maya melalui internalisasi nilai keimanan yang mendorong pengendalian diri dan tanggung jawab moral dalam aktivitas digital. Temuan ini menegaskan bahwa integrasi etika digital berbasis Pendidikan Agama Islam relevan sebagai pendekatan normatif dan edukatif dalam merespons tantangan moral di era digital.

Kata kunci: *Etika Digital; Pendidikan Agama Islam; Kesadaran Religius; Dunia Maya.*

INTRODUCTION

The rapid expansion of digital technology has fundamentally transformed patterns of communication, knowledge exchange, and social interaction in contemporary society (Cheng et al., 2025; Hilbert, 2020; Van Veldhoven & Vanthienen, 2022; Yıldız & Nur, 2024). Digital platforms now function as influential public spheres that shape identity, opinion formation, and moral perception (Azis & Rusydiyah, 2025; Fajriah & Ningsih, 2024). However, this transformation has simultaneously intensified ethical challenges, including misinformation, hate speech, and online hostility, which reflect a growing moral vulnerability in digital spaces (Rahayu & Nawawi, 2025; Ridha et al., 2025). These phenomena demonstrate that technological progress does not automatically produce ethical maturity. Consequently, developing a value-based ethical framework for digital engagement has become a societal necessity to ensure that technological advancement aligns with moral responsibility and human dignity (Iwani et al., 2024).

Despite the proliferation of digital literacy initiatives, ethical awareness in online engagement remains limited. Many educational approaches prioritize technical competence and regulatory compliance rather than cultivating moral consciousness and internal self-regulation (Hadi & Al Idrus, 2025; Khairunisa et al., 2024). As a result, digital behavior is often treated as morally neutral, disconnected

from character formation processes. This disconnection generates a structural problem: the absence of a sustainable ethical foundation capable of guiding responsible digital conduct beyond external supervision. Without an internalized moral framework, users remain vulnerable to reactive, impulsive, and socially harmful online behavior (Ariani et al., 2024).

In practical contexts, cyberspace increasingly reflects ethical tensions manifested in cyberbullying, disinformation, privacy violations, and aggressive digital discourse. Empirical studies highlight how digital environments, particularly among youth, facilitate both constructive participation and destructive communication patterns (Nurani et al., 2025; Syafirna et al., 2024). Within educational institutions, students actively engage with social media while ethical guidance often remains fragmented or incidental. This gap suggests that existing preventive mechanisms—legal frameworks, platform regulation, and digital skill training—are insufficient to cultivate enduring ethical awareness (Ridha et al., 2025). The persistence of such phenomena underscores the urgency of integrating moral and spiritual dimensions into digital education.

Previous scholarship on digital ethics has predominantly focused on digital citizenship, communication ethics, and legal-regulatory frameworks, emphasizing responsible participation and information literacy (Khairunisa et al., 2024; Pelangi et al., 2025). These studies contribute significantly to understanding digital responsibility but generally approach ethics from socio-technical or civic perspectives. Parallel research in Islamic Religious Education (IRE) underscores its strategic role in character formation and moral internalization within formal education (Faishol et al., 2021, 2025; Latifah, 2023; Salisah et al., 2024). Such works affirm that value-based education strengthens moral awareness; however, they rarely extend their analysis explicitly to the ethical challenges emerging in digital environments.

Although recent studies have explored moral education in digital contexts, a systematic integration between digital ethics and Islamic Religious Education remains limited. Research on digital literacy within Islamic education settings tends to focus on technological adaptation rather than constructing a comprehensive ethical paradigm rooted in religious values (Azis & Rusydiyah, 2025; Tobib et al., 2025). Conversely, studies on Islamic ethical values emphasize moral conduct but do not consistently address their application in cyberspace (Safrudin et al., 2023; Saleh, 2024). This conceptual fragmentation reveals a significant research gap: the absence of an integrative framework that situates digital ethics within the normative and transcendental foundations of Islamic Religious Education.

Addressing this gap is crucial to developing a more holistic and contextually relevant ethical model.

This study advances the state of the art by conceptualizing digital ethics through an integrative Islamic educational lens that centers religious consciousness as the core of digital conduct. Rather than reducing digital ethics to compliance or technical proficiency, this research frames it as the embodiment of values such as honesty (ṣidq), trustworthiness (amanah), proper conduct (adab), justice (‘adl), and awareness of divine supervision (muraqabah) (Iwani et al., 2024; Samudra & Amin, 2025). By articulating digital behavior as an extension of religious responsibility, this approach introduces a transcendental dimension that distinguishes it from secular regulatory paradigms. The novelty lies in positioning religious awareness not merely as complementary but as foundational in constructing sustainable digital ethics.

Based on the identified gap, this study seeks to address the following problem: how can digital ethics be conceptualized within the framework of Islamic Religious Education to foster religious awareness in cyberspace? The objectives are to analyze the conceptual foundations of digital ethics from an Islamic perspective, identify relevant religious values that shape responsible digital behavior, and formulate the strategic contribution of Islamic Religious Education in cultivating spiritually grounded digital engagement. This study argues that integrating transcendental religious values into digital ethics offers a deeper and more sustainable foundation for ethical self-regulation than approaches centered solely on technical literacy or regulatory enforcement. By providing a conceptual and normative framework, this research contributes to the development of Islamic education scholarship and enriches contemporary discourse on digital ethics in the digital era.

RESEARCH METHODS

This study employs a qualitative approach using a library research design. The qualitative design was selected because the study aims to construct a conceptual and normative framework of digital ethics from the perspective of Islamic Religious Education (IRE), rather than to measure empirical variables or test statistical relationships. Library research is particularly appropriate for examining philosophical foundations, religious values, and ethical principles derived from authoritative texts and scholarly discourse.

The study is positioned within a normative-conceptual and analytical framework, focusing on synthesizing Islamic ethical principles and contemporary digital ethics discourse. This design enables a systematic exploration of religious

sources and academic literature to formulate an integrative conceptual model. Compared to empirical field research, a conceptual library-based approach is more suitable for developing theoretical foundations and normative arguments regarding digital ethics grounded in Islamic values.

The literature search and analysis were conducted between November 2025 and January 2026. To ensure the relevance and currency of the discussion, the study prioritizes academic publications from the last five years (2021–2025), particularly those addressing digital ethics, Islamic Religious Education, character education, and religious awareness in digital contexts. Primary religious sources, including the Qur'an and Hadith, were consulted as foundational references, while contemporary scholarly works were selected to contextualize Islamic ethical principles within current digital realities.

Data were collected through a structured documentary study process. The literature search was conducted using academic databases and indexing platforms, including Google Scholar, DOAJ, Garuda, SINTA-indexed journals, and internationally reputable peer-reviewed journals. The selection of sources followed clearly defined inclusion and exclusion criteria. Included sources consisted of peer-reviewed journal articles, scholarly books, and academic proceedings published within the last five years (2021–2025) to ensure the currency and relevance of the discussion. The selected literature had to demonstrate substantive relevance to digital ethics, Islamic Religious Education, moral and character education, or religious awareness in digital contexts, and adopt conceptual, philosophical, or educational approaches. Sources were excluded if they were non-academic publications, lacked methodological clarity, or were not directly related to the research focus. The selection process involved identification through keyword searches such as "digital ethics," "Islamic education," "religious awareness," and "moral education in the digital era," followed by abstract screening and eligibility assessment based on academic quality and conceptual contribution. The final corpus consisted of primary sources—namely Qur'anic verses, Hadith, and foundational Islamic ethical literature—and secondary sources comprising contemporary scholarly works relevant to the study.

The data were analyzed using qualitative content analysis with a descriptive-analytical and interpretative orientation. The analytical process began with data reduction, in which relevant concepts, ethical principles, and key arguments were identified and extracted from the selected texts. These data were then coded and categorized thematically to identify recurring concepts such as honesty (ṣidq), trustworthiness (amanah), proper conduct (adab), justice ('adl), and awareness of divine supervision (muraqabah). The identified codes were subsequently organized

into broader analytical categories to construct a coherent conceptual framework of digital ethics within the perspective of Islamic Religious Education. Interpretative analysis was conducted to relate these themes to contemporary digital challenges and existing digital ethics discourse. Finally, the synthesized findings were integrated to formulate a normative and conceptual model linking religious awareness with responsible digital behavior. The analysis was conducted manually to maintain depth of interpretation and close engagement with the textual materials.

To ensure trustworthiness and scholarly rigor, several validation strategies were employed. Source triangulation was applied by cross-referencing primary Islamic sources with contemporary academic literature in order to maintain conceptual consistency and contextual relevance. Only peer-reviewed and academically credible publications were included to safeguard scholarly integrity. The literature selection and analytical processes were systematically documented to enhance transparency and replicability. In addition, theoretical consistency checks were conducted to ensure alignment between Islamic ethical principles and contemporary digital ethics frameworks. Repeated reading and comparative analysis were undertaken to minimize interpretative bias and strengthen analytical depth, thereby enhancing the credibility and reliability of the study's conclusions.

RESULT AND DISCUSSION

Conceptualization of Digital Ethics from the Perspective of Islamic Religious Education

The findings of this study indicate that digital ethics, from the perspective of Islamic Religious Education (IRE), cannot be narrowly understood as a set of technical guidelines governing the use of digital media. Rather, digital ethics is positioned as an integral component of a broader moral and religious value system rooted in Islamic teachings, regulating human relationships with others, the environment, and God (Iwani et al., 2024). Accordingly, behavior in digital spaces is not detached from ethical and spiritual dimensions but constitutes an extension of moral responsibility inherent in believers who are obliged to uphold ethical conduct in all aspects of life, including technology-mediated interactions.

Within this framework, digital ethics represents an expansion of social ethics that requires consistency between behavior in physical and virtual environments. Cyberspace is not a value-neutral domain; it is a social arena with tangible moral and societal consequences. Therefore, digital activities—such as communication, information dissemination, and opinion expression—must be guided by ethical reflection and accountability (Ridha et al., 2025). Islamic Religious Education plays

a crucial role in cultivating such awareness by instilling reflective values and social responsibility, enabling individuals to engage in digital interactions with dignity and proportionality.

Core Islamic principles—including honesty (ṣidq), trustworthiness (amanah), proper conduct (adab), justice (‘adl), and awareness of divine supervision (muraqabah)—serve as normative foundations for ethical digital behavior (Saleh, 2024). These values function as internal moral guidelines that encourage users to act wisely, critically, and respectfully in digital contexts. The consciousness that every digital action entails moral and spiritual accountability differentiates digital ethics in the IRE perspective from approaches that rely solely on regulatory or technical frameworks.

The findings align with Islamic ethical theory, which emphasizes the inseparable unity of faith (īmān), knowledge (‘ilm), and action (‘amal) in shaping human conduct. Ethics in Islam does not end at normative understanding but demands the embodiment of religious values in concrete behavior. In the context of digital life, media engagement becomes a site of moral enactment where technological activity is understood as a form of faith-based responsibility (Rodhiyana et al., 2025). Thus, digital participation is conceptualized not merely as technical engagement but as an expression of moral and spiritual commitment.

In practice, these Islamic ethical values guide individuals in exercising freedom of expression responsibly. Ethical awareness encourages digital users to maintain decorum in speech and writing, whether in direct communication or in the dissemination of online content (Ridha et al., 2025). Critical evaluation of information, caution in content sharing, and emotional self-restraint are tangible manifestations of Islamic ethical principles in digital practice. Adherence to these principles helps prevent destructive behaviors such as spreading misinformation, hate speech, and cyberbullying, which carry significant social and psychological consequences (Nurani et al., 2025).

Compared with secular and regulatory approaches to digital ethics, the Islamic Religious Education perspective introduces a transcendental dimension that deepens ethical accountability. Rather than grounding ethical conduct solely in compliance with rules or fear of social sanctions, IRE emphasizes internalized spiritual consciousness as the primary source of behavioral control (Safrudin et al., 2023). By linking digital behavior to faith and divine accountability, this perspective offers a more sustainable and internally motivated ethical framework.

Islamic Religious Education and the Formation of Religious Awareness in Cyberspace

The analysis further reveals that Islamic Religious Education holds a strategic role in cultivating religious awareness among learners in digital environments. As digital media increasingly shapes daily life—particularly among younger generations—the need for value-based education becomes more urgent (Syafirna et al., 2024). Cyberspace presents complex ethical challenges that require educational approaches extending beyond cognitive knowledge to include attitudinal and character development. Within this context, IRE functions as a value-based educational instrument that bridges religious teachings with contemporary digital realities (Azis & Rusydiyah, 2025).

Religious awareness in this study is understood as the capacity of individuals to integrate faith-based values into their digital activities. This includes maintaining respectful communication, exercising critical responsibility in accessing and sharing information, and participating ethically in social media discourse (Rahayu & Nawawi, 2025). Religious awareness prevents individuals from compartmentalizing their religious identity from their digital behavior; instead, it positions faith as a foundational guide in all online interactions. Digital engagement is thus understood as morally and spiritually consequential rather than ethically neutral (Samudra & Amin, 2025).

Islamic Religious Education does not merely transmit doctrinal knowledge but facilitates the internalization of ethical values that shape self-regulation and moral accountability in digital media use. Through reflective learning, moral exemplification, and value habituation, IRE supports learners in developing emotional restraint, social responsibility, and ethical sensitivity (Aminah & Sartika, 2025). This internalization process strengthens the relevance of IRE in fostering sustainable digital ethics.

This discussion corroborates prior research emphasizing that value-based education is essential for addressing moral challenges in the digital era. Educational models focusing solely on technical skills and cognitive literacy are insufficient to cultivate responsible digital citizenship (Hadi & Al Idrus, 2025). By integrating cognitive, affective, and spiritual dimensions, Islamic Religious Education offers a comprehensive approach to character formation in digital contexts (Arifin & Nurhakim, 2025).

Religious awareness cultivated through IRE encourages reflective decision-making before engaging in online actions. Individuals are prompted to consider not only freedom of expression but also the moral and social implications of the content they produce or share (Ramadhan et al., 2025). Consequently, digital activities are

perceived as part of religious practice, requiring ongoing moral responsibility and ethical mindfulness.

Integration of Islamic Ethical Values in Digital Behavior

The findings indicate that integrating Islamic ethical values into digital behavior can be effectively implemented through the internalization of fundamental Islamic moral principles within IRE learning processes. Islamic education serves not only as a channel for religious knowledge transmission but also as a formative space for cultivating value-oriented attitudes and behavioral habits (Hilmin, 2024). Through habituation, role modeling, and reflective dialogue, learners are guided to interpret digital challenges through an ethical lens grounded in Islamic teachings.

The principle of amanah is reflected in responsible information management, including verifying content accuracy and recognizing the social impact of digital dissemination. Honesty (ṣidq) manifests in rejecting misinformation and manipulation, while adab shapes respectful communication and tolerance in online discourse (Iwani et al., 2024). These values collectively promote a constructive digital environment characterized by civility and mutual respect.

Among these values, muraqabah—awareness of divine supervision—emerges as a distinguishing feature of Islamic digital ethics. This principle fosters continuous self-regulation independent of external surveillance or legal enforcement (Samudra & Amin, 2025). The consciousness that divine accountability transcends spatial and temporal boundaries reinforces ethical consistency in both public and private digital interactions (Nurani et al., 2025).

The study supports religious character education theory, which posits that internalized spiritual awareness is more effective in shaping behavior than reliance on external control mechanisms alone (Multazami & Diana, 2025). In digital environments characterized by anonymity and limited supervision, faith-based self-regulation becomes particularly relevant.

While existing digital literacy studies emphasize technical competence and social compliance, this research enriches the discourse by incorporating a spiritual dimension as the ethical foundation for digital engagement (Febriyanti et al., 2025). By integrating religious awareness into digital ethics education, this framework offers a comprehensive approach that addresses technical, social, moral, and spiritual dimensions simultaneously.

Theoretical and Practical Implications of Digital Ethics Based on Islamic Religious Education

From a theoretical perspective, the findings of this study contribute to the development of digital ethics scholarship by expanding analytical frameworks that have predominantly been shaped by normative-regulatory and technical approaches. Normative approaches typically emphasize compliance with rules and legal standards, while technical perspectives focus on digital skills, cybersecurity, and responsible media use (Pelangi et al., 2025). This study complements these approaches by proposing a religious-integrative perspective that positions faith-based values and spiritual awareness as foundational elements in shaping digital ethical conduct.

This theoretical contribution also enriches the field of Islamic Religious Education by presenting a contextual and adaptive perspective responsive to contemporary technological developments. Islamic Religious Education should not be confined to discussions of ritual practice or personal morality in traditional settings; rather, it should function as an ethical framework capable of addressing the evolving social and technological realities of modern life (Pujianti et al., 2025). By linking Islamic teachings and moral values to the dynamics of digital interaction, this study demonstrates that Islamic Religious Education possesses the conceptual capacity to respond meaningfully to ethical challenges emerging in virtual environments.

Furthermore, the findings reinforce the continued relevance of Islamic Religious Education in fostering character development and moral awareness within digital spaces. The integration of religious values into digital ethics highlights that character formation must extend beyond physical settings into virtual environments that increasingly shape human experience (Samudra & Amin, 2025). Thus, this study provides a theoretical foundation for developing Islamic Religious Education models oriented toward cultivating ethical, morally responsible, and spiritually conscious digital behavior.

From a practical standpoint, the findings carry significant implications for curriculum development in Islamic Religious Education at both school and higher education levels. The curriculum should not merely transmit religious doctrines normatively but should also equip learners with ethical frameworks for navigating digital realities (Abas, 2025). Integrating digital ethics into the Islamic Religious Education curriculum is increasingly urgent given the pervasive use of digital media and its potential moral consequences.

More specifically, digital ethics should be incorporated explicitly into instructional content and pedagogical practices rather than treated as a peripheral

issue. This integration may involve connecting Islamic moral principles with real-life digital scenarios, such as ethical communication on social media, responsible information sharing, respect for diverse viewpoints, and the prevention of harmful online behaviors (Arifin & Nurhakim, 2025). Through such contextualized approaches, Islamic Religious Education can move beyond theoretical instruction and contribute directly to shaping students' ethical dispositions and digital character.

Educators play a central role in implementing this integration. Teachers are expected to relate Islamic teachings to students' lived digital experiences, employing reflective, dialogical, and experience-based learning methods. By doing so, Islamic Religious Education can function as both a preventive and formative instrument in guiding learners to engage with digital media responsibly and ethically (Salisah et al., 2024). Ultimately, the integration of digital ethics within Islamic Religious Education contributes to the cultivation of a more civilized, responsible, and spiritually grounded digital public sphere.

CONCLUSION

This study conceptualizes digital ethics from the perspective of Islamic Religious Education (IRE) as a value-based framework grounded in core Islamic principles, including honesty (*ṣidq*), trustworthiness (*amanah*), proper conduct (*adab*), justice (*'adl*), and awareness of divine supervision (*muraqabah*). It argues that digital ethics should not be confined to technical literacy or regulatory compliance but understood as a manifestation of religious consciousness that guides moral self-regulation in cyberspace. By integrating cognitive, affective, and spiritual dimensions, IRE provides a holistic ethical foundation capable of addressing contemporary digital challenges such as misinformation, online hostility, and moral disengagement.

Theoretically, this study contributes to digital ethics scholarship by introducing a religious-integrative framework that situates religious awareness as a mediating construct between value internalization and ethical digital behavior. This approach expands prevailing secular-regulatory paradigms by incorporating transcendental accountability as a central ethical driver. At the same time, it enriches Islamic Religious Education discourse by demonstrating its contextual relevance in responding to the ethical complexities of digital life. Practically, the findings highlight the importance of embedding digital ethics explicitly within IRE curricula across educational levels. Rather than limiting instruction to doctrinal knowledge, educators should facilitate reflective and dialogical learning processes

that connect Islamic moral values with real-world digital practices. Such integration fosters moral sensitivity, self-control, and responsible participation in online environments, thereby supporting the development of sustainable digital civility.

Nevertheless, this study is conceptual and based on library research, which limits its empirical applicability. It does not measure the behavioral impact of IRE-based digital ethics in educational settings. Future research should therefore undertake empirical investigations—qualitative, quantitative, or mixed-method—to examine how religious awareness mediates digital ethical behavior in practice and to test the proposed conceptual framework across diverse educational contexts.

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