

Reimagining Character Education in Islamic Schools Through Prophetic Values and Digital Citizenship Competencies Integration

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Abstract

The rapid expansion of digital technologies has significantly transformed educational environments, creating new opportunities and challenges for character education in Islamic schools. While digital platforms facilitate learning accessibility, communication, and knowledge sharing, they also expose students to ethical risks such as cyberbullying, misinformation, digital addiction, privacy violations, and declining moral sensitivity. Consequently, Islamic educational institutions are required to redesign character education frameworks that respond effectively to contemporary digital realities while preserving religious and moral values. This study aims to explore the integration of Prophetic Values and Digital Citizenship Competencies as a comprehensive framework for reimagining character education in Islamic schools. Employing a qualitative library research approach concerning Islamic character education, prophetic pedagogy, digital citizenship, educational ethics, and school transformation. The findings indicate that prophetic values, including *ṣidq* (truthfulness), *amānah* (trustworthiness), *tablīgh* (communicative responsibility), and *faṭānah* (wisdom), provide strong ethical foundations for developing responsible digital citizens. Furthermore, integrating digital citizenship competencies with Islamic moral education enhances students' ethical awareness, critical thinking, digital responsibility, social participation, and online behavior. The novelty of this study lies in proposing an integrative conceptual framework that systematically connects prophetic educational values with contemporary digital citizenship competencies to support holistic character development in Islamic schools. The study concludes that sustainable character education in the digital age requires a balanced integration of religious ethics, technological literacy, and responsible citizenship practices.

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Introduction

The twenty-first century has witnessed unprecedented technological developments that have fundamentally transformed educational environments across the world. Digital technologies increasingly influence how students communicate, access information, construct knowledge, and participate in social interactions. Educational institutions are therefore challenged to prepare learners not only with academic competencies but also with ethical capacities necessary for navigating complex digital environments. While technological innovation offers substantial educational opportunities, it simultaneously introduces new moral, social, and psychological challenges. These challenges include cyberbullying, online misinformation, hate speech, privacy violations, digital dependency, and declining interpersonal sensitivity. Consequently, character education has reemerged as a strategic priority within contemporary educational discourse (Ribble, 2022; UNESCO, 2023).

The increasing digitalization of everyday life has significantly altered the context in which character formation occurs. Historically, families, schools, religious institutions, and local communities served as primary environments for moral socialization. Today, digital platforms increasingly shape students' values, attitudes, beliefs, and behaviors through continuous exposure to diverse information and social influences. Young people interact extensively through social media, online communities, and digital learning environments that often operate beyond direct adult supervision. These realities create new ethical challenges that traditional character education models may not adequately address. Therefore,

educational institutions must develop innovative approaches capable of responding to the moral complexities of digital society (Livingstone & Third, 2017; Choi et al., 2021).

Within Islamic educational traditions, character development has always occupied a central position in educational philosophy and practice. Islamic education does not merely aim to transmit knowledge but seeks to cultivate morally responsible individuals who contribute positively to society. Educational processes are expected to nurture spiritual awareness, ethical conduct, intellectual growth, and social responsibility. Character education is therefore regarded as an integral component of holistic human development rather than a supplementary educational objective. The Prophet Muhammad is considered the ultimate model of ethical excellence whose character serves as a foundation for Islamic educational ideals. Consequently, contemporary Islamic schools continue to emphasize moral formation as a core educational mission (Saada, 2021; Abdullah & Hassan, 2023).

The concept of prophetic values offers a particularly relevant framework for contemporary character education. Islamic traditions identify several fundamental prophetic attributes, including *ṣidq* (truthfulness), *amānah* (trustworthiness), *tablīgh* (communicative responsibility), and *faṭānah* (wisdom). These values provide comprehensive ethical guidance for personal conduct, social interaction, leadership, and decision-making. Importantly, these principles remain highly relevant in contemporary digital environments characterized by rapid information exchange and complex ethical dilemmas. Students increasingly require moral frameworks that help them evaluate information critically, communicate responsibly, and engage ethically within digital communities. Therefore, prophetic values represent valuable resources for educational innovation in the digital age (Auda, 2018; Huda et al., 2019).

Recent educational research has highlighted growing concerns regarding the moral implications of digital culture among young people. Excessive social media use, online harassment, digital misinformation, and reduced face-to-face interaction have generated significant attention among educators and policymakers. These phenomena demonstrate that technological competence alone is insufficient for responsible participation in contemporary society. Students require ethical awareness, critical thinking abilities, empathy, and civic responsibility alongside digital literacy skills. Educational institutions therefore face increasing pressure to integrate moral education with technological learning. This challenge is particularly relevant for Islamic schools committed to cultivating morally grounded individuals capable of contributing positively to society (OECD, 2021; UNESCO, 2023).

The concept of digital citizenship has emerged as an influential framework for addressing these challenges. Digital citizenship refers to the responsible, ethical, and effective use of digital technologies within social, educational, and civic contexts. It encompasses competencies related to digital communication, information literacy, online safety, ethical behavior, civic participation, and technological responsibility. Scholars increasingly argue that digital citizenship should be considered a fundamental educational objective in contemporary schooling. Such competencies help students navigate digital environments safely while contributing constructively to online communities. Consequently, digital citizenship education has become an important component of educational reform initiatives worldwide (Ribble, 2022; Choi et al., 2021).

The integration of digital citizenship within Islamic education presents significant opportunities for educational development. Many principles associated with digital citizenship align closely with Islamic ethical teachings concerning honesty, responsibility, justice, respect, and social welfare. Both frameworks emphasize accountability for individual actions and concern for collective well-being. These similarities create opportunities for developing educational models that connect religious values with contemporary civic

competencies. Rather than treating digital citizenship as a purely secular concept, Islamic schools can contextualize it within broader ethical and spiritual frameworks. Such integration may strengthen both moral development and digital competence among students (Rahman et al., 2024; Yusuf & Karim, 2024).

The post-pandemic educational landscape has further reinforced the importance of digital citizenship competencies. During the COVID-19 pandemic, students became increasingly dependent on digital technologies for learning, communication, and social interaction. This transition highlighted both the benefits and risks associated with extensive digital engagement. Educational institutions observed growing concerns regarding academic integrity, digital well-being, misinformation, and online behavior. Consequently, educators increasingly recognized the importance of preparing students to participate responsibly within digitally mediated environments. These developments have accelerated calls for comprehensive approaches to character education that address contemporary technological realities (Bond et al., 2021; Bozkurt et al., 2022).

The growing prevalence of artificial intelligence, algorithmic systems, and social media platforms has introduced additional ethical complexities. Students encounter personalized content, automated recommendations, and algorithmic influences that shape perceptions, beliefs, and behaviors. Such technologies often operate invisibly, making it difficult for young people to recognize how digital systems influence their decisions. Character education must therefore equip students with the capacity to evaluate digital content critically and act responsibly within technologically mediated environments. Islamic ethical traditions provide valuable principles for cultivating reflective judgment and moral responsibility in such contexts. Therefore, integrating prophetic values with digital citizenship competencies becomes increasingly important (Floridi, 2023; UNESCO, 2023).

Another important issue concerns the relationship between digital participation and civic responsibility. Digital platforms provide unprecedented opportunities for communication, collaboration, advocacy, and social engagement. However, they also facilitate polarization, misinformation, and harmful online behavior. Educational institutions must therefore help students understand their responsibilities as digital citizens and members of broader social communities. Islamic educational philosophy emphasizes social responsibility, justice, and collective welfare as important dimensions of ethical life. These principles can enrich contemporary digital citizenship education by providing deeper moral foundations for civic participation (Auda, 2018; Saada, 2021).

The literature also indicates that character education programs often struggle to maintain relevance within rapidly changing technological environments. Traditional approaches frequently emphasize moral instruction without adequately addressing contemporary digital realities. As a result, students may possess theoretical knowledge of ethical principles while lacking practical competencies for applying them online. This gap highlights the need for educational models capable of connecting moral values with real-world digital experiences. Integrating prophetic values and digital citizenship competencies offers one possible solution to this challenge. Such integration enables students to translate ethical principles into responsible digital behavior (Huda et al., 2019; Rahman et al., 2024).

Contemporary educational scholars increasingly advocate holistic approaches to character education that integrate cognitive, emotional, social, and ethical dimensions of development. Character formation is understood as a complex process involving knowledge acquisition, value internalization, behavioral practice, and social participation. Digital citizenship education similarly requires multidimensional learning experiences that combine technical knowledge with ethical reflection and practical application. These perspectives align closely with Islamic educational philosophy, which emphasizes balanced human

development across multiple domains. Consequently, the integration of prophetic values and digital citizenship competencies supports a holistic vision of education capable of addressing contemporary challenges (Berkowitz & Bier, 2021; Abdullah & Hassan, 2023).

Research further suggests that effective character education depends upon institutional culture and educational leadership. Schools must create environments in which ethical values are consistently modeled, reinforced, and practiced. Character education cannot be confined solely to classroom instruction but must permeate organizational policies, interpersonal relationships, and learning experiences. Digital citizenship initiatives likewise require supportive institutional cultures that promote responsible technology use and ethical behavior. Islamic schools possess opportunities to develop distinctive educational environments that integrate religious values with contemporary competencies. Such environments can contribute significantly to student character development (Lickona, 2022; Yusuf & Karim, 2024).

Another emerging theme concerns the importance of critical digital literacy. Students increasingly encounter vast quantities of information from diverse and often unreliable sources. Effective participation in digital society requires the ability to evaluate information critically, identify misinformation, and make informed decisions. These competencies are closely related to the prophetic value of *faṭānah*, which emphasizes wisdom, discernment, and intellectual responsibility. Integrating critical digital literacy with prophetic ethics can strengthen students' capacity to engage responsibly with digital information environments. Therefore, educational innovation should address both moral and cognitive dimensions of digital citizenship (Ng et al., 2021; Floridi, 2023).

The increasing diversity of digital interactions also highlights the importance of communication ethics. Online communication often lacks many of the social cues that facilitate respectful interpersonal engagement in face-to-face settings. Consequently, students may encounter challenges related to empathy, civility, and responsible expression. The prophetic value of *tablīgh* emphasizes truthful, constructive, and responsible communication that contributes positively to society. This principle offers important guidance for promoting ethical communication practices within digital environments. Integrating communication ethics into digital citizenship education can therefore strengthen both interpersonal relationships and civic engagement (Ribble, 2022; Huda et al., 2019).

Despite growing scholarly interest in digital citizenship and Islamic education, significant gaps remain within existing literature. Many studies examine character education, digital literacy, or Islamic educational values independently without exploring their systematic integration. Similarly, limited attention has been given to the relationship between prophetic values and contemporary digital citizenship competencies. As a result, educators often lack comprehensive frameworks capable of addressing both moral and technological dimensions of student development. Addressing this gap is essential for designing educational programs that remain relevant within rapidly evolving digital environments. Such efforts can contribute to more effective and contextually grounded approaches to character education (Rahman et al., 2024; Saada, 2021).

Against this background, the present study investigates how character education in Islamic schools can be reimagined through the integration of prophetic values and digital citizenship competencies. The study seeks to develop a conceptual framework that connects Islamic moral traditions with contemporary educational demands. Through a comprehensive review of recent literature, the research examines opportunities, challenges, and strategic approaches for implementing integrated character education models. Particular attention is given to ethical development, digital responsibility, civic participation, and institutional transformation. Ultimately, the study argues that the future of character education in Islamic

schools depends upon the successful synthesis of prophetic ethics and digital citizenship competencies capable of preparing students for responsible participation in an increasingly digital world.

Theoretical Framework and Review of Previous Studies

Character education has long been recognized as a fundamental component of educational systems seeking to cultivate ethically responsible individuals and socially constructive citizens. Contemporary educational scholarship increasingly emphasizes that character formation extends beyond the acquisition of moral knowledge and involves the development of values, dispositions, habits, and behaviors that influence decision-making in everyday life. In rapidly changing technological environments, character education must address emerging ethical challenges while preserving enduring moral principles. Educational institutions are therefore expected to provide students with frameworks that enable them to navigate complex social and digital realities responsibly. This expectation is particularly significant in Islamic schools, where moral development constitutes a central educational objective. Consequently, character education serves as a foundational theoretical lens for understanding how prophetic values and digital citizenship competencies can be integrated within contemporary educational contexts (Lickona, 2022; Berkowitz & Bier, 2021).

Islamic educational philosophy provides the primary theoretical foundation for this study. Unlike educational models that prioritize cognitive achievement alone, Islamic education seeks the balanced development of intellectual, moral, spiritual, emotional, and social dimensions of human personality. Education is viewed as a transformative process that cultivates individuals capable of fulfilling responsibilities toward God, society, and the environment. The ultimate goal of Islamic education is not merely the production of knowledgeable individuals but the formation of morally upright and socially responsible persons. This holistic orientation provides a strong basis for contemporary character education initiatives. Therefore, efforts to integrate digital citizenship competencies into Islamic schools must remain aligned with broader educational objectives concerning ethical and spiritual development (Saada, 2021; Abdullah & Hassan, 2023).

A central concept within Islamic educational philosophy is *ta'dib*, which refers to the cultivation of proper conduct, ethical consciousness, and recognition of the appropriate place of knowledge in human life. The concept emphasizes that education should develop both intellectual competence and moral character. Contemporary scholars argue that *ta'dib* remains highly relevant in addressing educational challenges associated with digital transformation and technological innovation. In digital environments characterized by information abundance and ethical ambiguity, students require guidance that extends beyond technical proficiency. The framework of *ta'dib* provides such guidance by emphasizing ethical responsibility, self-discipline, and reflective judgment. Consequently, it offers valuable insights for integrating character education and digital citizenship within Islamic schools (Al-Attas, 2020; Hashim & Langgulung, 2021).

The concept of prophetic values constitutes another major theoretical pillar of this study. Islamic traditions identify four principal characteristics of the Prophet Muhammad ﷺ that serve as models for ethical behavior and leadership. These values include *ṣidq* (truthfulness), *amānah* (trustworthiness), *tablīgh* (responsible communication), and *faṭānah* (wisdom and intelligence). Collectively, these principles provide a comprehensive ethical framework applicable to personal conduct, social interaction, leadership, and civic participation. Contemporary scholars increasingly recognize the relevance of these values for addressing moral challenges associated with digital technologies. Therefore, prophetic values

provide a normative foundation for developing educational models that promote responsible digital behavior and ethical citizenship (Huda et al., 2019; Auda, 2018).

The value of *ṣidq* occupies a particularly important position within contemporary discussions concerning digital ethics. Truthfulness is essential for maintaining trust, accountability, and social cohesion within both physical and digital communities. The proliferation of misinformation, disinformation, and manipulated content across digital platforms has heightened concerns regarding honesty and information integrity. Educational institutions therefore face increasing pressure to cultivate critical evaluation skills and ethical information-sharing practices among students. The prophetic principle of *ṣidq* provides a moral framework that encourages learners to verify information, avoid deception, and communicate truthfully. This value aligns closely with contemporary digital citizenship competencies related to information literacy and ethical communication (Ribble, 2022; Floridi, 2023).

The prophetic value of *amānah* also possesses significant relevance within digital environments. Traditionally associated with trustworthiness, responsibility, and accountability, *amānah* encourages individuals to fulfill obligations conscientiously and act with integrity. In digital contexts, this principle can guide behaviors related to privacy protection, responsible technology use, intellectual property, and academic honesty. Students increasingly encounter situations requiring ethical decisions regarding online conduct and digital content creation. The value of *amānah* provides a moral foundation for navigating such challenges responsibly. Consequently, integrating this principle into digital citizenship education can strengthen students' sense of accountability and ethical responsibility (Auda, 2018; Rahman et al., 2024).

The concept of *tablīgh* emphasizes responsible communication and constructive engagement with others. Communication technologies have expanded opportunities for expression, collaboration, and participation while simultaneously creating new risks related to harassment, hate speech, and misinformation. Educational institutions must therefore prepare students to communicate respectfully and responsibly within diverse digital environments. The prophetic principle of *tablīgh* encourages truthful, meaningful, and socially beneficial communication that contributes positively to individual and collective well-being. This perspective aligns closely with digital citizenship competencies related to online communication, civic engagement, and respectful interaction. Therefore, *tablīgh* offers important ethical guidance for promoting healthy digital communication cultures (Huda et al., 2019; Choi et al., 2021).

Another essential prophetic value is *faṭānah*, which refers to wisdom, intelligence, discernment, and sound judgment. Contemporary digital environments expose students to vast quantities of information, competing perspectives, and complex ethical dilemmas. Effective participation in such environments requires more than technical literacy and demands critical thinking, reflective analysis, and informed decision-making. The principle of *faṭānah* encourages learners to engage thoughtfully with information and consider the broader implications of their actions. As such, it aligns closely with educational objectives related to critical digital literacy and responsible technology use. Integrating *faṭānah* into character education can therefore strengthen students' capacity to navigate digital environments wisely and ethically (Ng et al., 2021; Floridi, 2023).

The theoretical concept of digital citizenship provides another major foundation for this study. Digital citizenship refers to the responsible, ethical, safe, and effective use of digital technologies within educational, social, and civic contexts. It encompasses multiple dimensions, including digital literacy, online safety, ethical behavior, information evaluation, civic participation, and technological responsibility. Educational researchers increasingly

argue that digital citizenship should be regarded as an essential competency for contemporary learners. As digital technologies become more deeply integrated into everyday life, students require guidance for engaging constructively with digital environments. Consequently, digital citizenship education has become an increasingly important area of educational research and policy development (Ribble, 2022; Choi et al., 2021).

Ribble's framework of digital citizenship remains one of the most influential models within the field. The framework identifies key dimensions including digital access, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health, digital commerce, and digital security. These dimensions collectively provide a comprehensive understanding of responsible participation within digital society. Educational institutions worldwide have adopted variations of this framework to support student development and promote ethical technology use. Many of these dimensions exhibit strong conceptual compatibility with Islamic ethical principles emphasizing justice, responsibility, respect, and social welfare. Therefore, Ribble's framework provides a useful foundation for integrating digital citizenship competencies with prophetic values (Ribble, 2022; UNESCO, 2023).

Social learning theory also contributes to the conceptual foundation of this study. According to social learning theory, individuals acquire behaviors, attitudes, and values through observation, imitation, and interaction with others. Contemporary students increasingly engage with digital influencers, online communities, and social media networks that shape their perceptions and behaviors. These environments function as powerful agents of socialization capable of influencing character development positively or negatively. Educational institutions must therefore provide students with frameworks that enable them to evaluate role models critically and adopt constructive behaviors. Prophetic values offer exemplary ethical models that can guide students in navigating digital social environments responsibly (Bandura, 2021; Yusuf & Karim, 2024).

Another relevant theoretical perspective is moral development theory. Contemporary approaches emphasize that moral reasoning and ethical behavior develop gradually through education, experience, reflection, and social interaction. Character education initiatives should therefore provide opportunities for ethical reflection, dialogue, and practical application rather than relying solely on moral instruction. Digital citizenship education similarly requires experiential learning approaches that allow students to practice responsible online behavior and ethical decision-making. Integrating prophetic values within such approaches can strengthen moral reasoning while ensuring cultural and religious relevance. Consequently, moral development theory supports holistic approaches to character formation within digital contexts (Nucci et al., 2021; Berkowitz & Bier, 2021).

Educational leadership theory further highlights the importance of institutional culture in character education. Effective character development depends not only on curriculum design but also on organizational values, leadership practices, and school climate. Educational leaders play critical roles in establishing norms, expectations, and policies that support ethical behavior and responsible technology use. Islamic schools possess opportunities to create institutional cultures in which prophetic values are consistently modeled and reinforced across learning environments. Such cultures can strengthen the effectiveness of digital citizenship initiatives by aligning educational practices with moral objectives. Therefore, leadership and organizational culture constitute important dimensions of character education reform (Hallinger, 2022; Lickona, 2022).

Recent empirical studies have examined the effectiveness of character education programs in diverse educational contexts. Findings generally indicate positive impacts on student behavior, academic engagement, social relationships, and moral reasoning. Programs

that integrate ethical reflection, experiential learning, and community participation appear particularly effective in promoting character development. Researchers also emphasize the importance of contextual relevance and cultural responsiveness in character education design. These findings suggest that integrating prophetic values within contemporary educational frameworks may enhance both relevance and effectiveness. Consequently, character education research provides important evidence supporting the development of value-based educational models (Berkowitz & Bier, 2021; Nucci et al., 2021).

Research on Islamic character education similarly demonstrates the continuing relevance of religious values for student development. Studies conducted in Islamic schools report positive relationships between value-based educational programs and outcomes related to moral behavior, discipline, social responsibility, and spiritual development. Scholars argue that Islamic educational traditions provide comprehensive ethical frameworks capable of addressing contemporary social challenges. However, they also emphasize the need to contextualize these traditions within changing technological and cultural environments. This observation reinforces the importance of integrating prophetic values with digital citizenship competencies. Such integration can help ensure that Islamic character education remains responsive to contemporary realities (Saada, 2021; Abdullah & Hassan, 2023).

Studies focusing specifically on digital citizenship education have reported improvements in students' online behavior, information literacy, digital responsibility, and civic engagement. Educational interventions that combine technical instruction with ethical reflection appear particularly effective in promoting responsible digital participation. Researchers increasingly emphasize that digital citizenship should be understood as a moral as well as technological competency. This perspective aligns closely with Islamic educational approaches that connect knowledge acquisition with ethical responsibility. Consequently, existing research supports the integration of digital citizenship and character education as complementary educational objectives (Choi et al., 2021; Ribble, 2022).

Recent studies have also explored the relationship between religious values and digital ethics. Findings suggest that value-based educational frameworks can strengthen students' capacity to navigate digital challenges responsibly while maintaining ethical consistency across online and offline contexts. Religious traditions often provide moral narratives, ethical principles, and community support structures that reinforce responsible behavior. Within Islamic educational settings, prophetic values can serve this function by offering clear ethical guidance relevant to digital interactions. Such findings further support efforts to integrate religious ethics with contemporary digital citizenship education (Rahman et al., 2024; Yusuf & Karim, 2024).

Despite increasing scholarly attention to character education and digital citizenship, important gaps remain within existing literature. Many studies examine these domains independently without exploring their conceptual integration. Similarly, limited research has systematically connected prophetic values with digital citizenship competencies as a comprehensive framework for contemporary Islamic schooling. Existing studies often focus either on religious moral education or technological competence while overlooking opportunities for meaningful synthesis. Addressing this gap is essential for developing educational models capable of responding to the ethical challenges of digital society. The present study contributes to this emerging area by proposing an integrative framework that combines prophetic ethics and digital citizenship competencies to support holistic character development in Islamic schools.

Research Methodology

This study employs a qualitative **library research** design to investigate the integration of prophetic values and digital citizenship competencies as a framework for reimagining character education in Islamic schools. Library research is particularly suitable for studies that seek to analyze, synthesize, and interpret theoretical perspectives, empirical findings, and conceptual developments from existing scholarly literature. Since the present study focuses on understanding the relationship between Islamic educational philosophy, character education, prophetic values, digital citizenship, and educational transformation, a literature-based approach provides a comprehensive foundation for analysis. Unlike field-based studies that rely on primary data collection, library research enables researchers to explore broad intellectual traditions and contemporary debates across multiple disciplines. This approach facilitates the identification of conceptual patterns, theoretical convergences, and emerging educational trends relevant to the research objectives. Recent methodological scholarship recognizes library research as an effective strategy for generating theoretical contributions and conceptual frameworks within educational research (Snyder, 2019; Xiao & Watson, 2019).

The study adopts a qualitative-descriptive orientation because the phenomena under investigation involve values, ethical principles, educational philosophies, and social practices that require interpretive analysis. Qualitative inquiry enables researchers to examine meanings, assumptions, relationships, and contextual dimensions embedded within scholarly discourse. In the context of Islamic character education, understanding how prophetic values interact with digital citizenship competencies requires a nuanced exploration of educational concepts rather than quantitative measurement alone. Furthermore, qualitative approaches support the examination of educational transformation from philosophical, pedagogical, and ethical perspectives. Through systematic interpretation of academic literature, the study seeks to construct a coherent framework capable of guiding educational practice and policy. Such approaches are widely employed in contemporary studies addressing complex educational and social issues (Creswell & Creswell, 2018; Merriam & Tisdell, 2020).

The primary sources of data consist of scholarly publications addressing character education, Islamic education, prophetic pedagogy, digital citizenship, digital ethics, educational technology, and student moral development. To ensure contemporary relevance, the study prioritizes literature published between **2016 and 2024**, reflecting recent developments in digital transformation and educational innovation. Sources were obtained from internationally recognized academic databases, including **Scopus, Web of Science, ERIC, SpringerLink, Taylor & Francis Online, Sage Journals, Wiley Online Library, Emerald Insight, and Google Scholar**. In addition to peer-reviewed journal articles, the study includes academic books, conference proceedings, policy documents, and reports issued by international organizations such as UNESCO, OECD, and UNICEF. The inclusion of diverse yet academically credible sources strengthens the comprehensiveness of the analysis. Such source diversity is essential for interdisciplinary research examining both religious and technological dimensions of education (Booth et al., 2021; Page et al., 2021).

The literature search process followed a systematic and transparent procedure designed to identify relevant publications efficiently. A series of keyword combinations were utilized during database searches, including “Islamic Character Education,” “Prophetic Values,” “Prophetic Pedagogy,” “Digital Citizenship,” “Digital Ethics,” “Islamic Schools,” “Moral Education,” “Digital Literacy,” “Character Development,” “Religious Education and Technology,” and “Digital Citizenship Competencies.” Additional literature was identified through citation tracking and reference-list analysis to capture influential works that may not have appeared during initial searches. Titles, abstracts, and keywords were first screened to assess thematic relevance before selected publications underwent full-text review. This

process helped ensure that only sources directly related to the research objectives were included in the analysis. Systematic search procedures enhance the transparency, rigor, and reliability of literature-based research (Snyder, 2019; Booth et al., 2021).

To maintain analytical quality, specific inclusion and exclusion criteria were established. Publications were included if they addressed one or more of the following themes: Islamic education, character education, prophetic values, digital citizenship, digital ethics, educational technology, moral development, or school transformation. Preference was given to peer-reviewed articles published in reputable journals and studies demonstrating clear methodological rigor. Sources lacking scholarly credibility, empirical support, or thematic relevance were excluded from analysis. While the primary focus remained on literature published between 2016 and 2024, a limited number of foundational works were included when necessary to provide conceptual clarification and theoretical grounding. The application of these criteria ensured that the selected literature reflected both contemporary developments and academic quality. Such procedures are recommended in systematic and integrative review methodologies to strengthen research validity (Page et al., 2021; Xiao & Watson, 2019).

The collected data were analyzed using **thematic content analysis**, which enables researchers to identify recurring themes, conceptual relationships, and interpretive patterns across textual sources. The analytical process began with repeated readings of selected publications to develop familiarity with key arguments and findings. Relevant information was subsequently coded according to thematic categories, including prophetic values, Islamic educational philosophy, digital citizenship competencies, digital ethics, character formation, educational leadership, school culture, and responsible technology use. Similar codes were then grouped into broader themes reflecting major areas of scholarly convergence and debate. Through iterative comparison and synthesis, the study developed an integrated framework illustrating how prophetic values can support digital citizenship education within Islamic schools. Thematic analysis is particularly appropriate for interdisciplinary educational research because it facilitates conceptual integration across diverse sources and perspectives (Braun & Clarke, 2021; Nowell et al., 2017).

Several strategies were employed to enhance the trustworthiness and credibility of the study. First, source triangulation was conducted by comparing findings from multiple disciplines, including Islamic studies, educational philosophy, character education, digital citizenship, and educational technology. Second, conceptual triangulation was used to examine the consistency of themes across different theoretical frameworks and empirical studies. Third, transparency was maintained through explicit documentation of search procedures, selection criteria, and analytical processes. Fourth, critical reflection was incorporated throughout the analysis to acknowledge alternative interpretations and avoid overly simplistic conclusions. Finally, all major arguments were supported by contemporary scholarly literature to ensure academic rigor and relevance. Through these procedures, the study aims to provide a reliable and theoretically robust contribution to discussions concerning character education reform, prophetic values, and digital citizenship integration in Islamic schools (Braun & Clarke, 2021; Creswell & Creswell, 2018).

Results and Discussion

The analysis of contemporary literature indicates that character education in Islamic schools is undergoing significant transformation due to the growing influence of digital technologies on students' learning experiences and social interactions. Traditional approaches to moral education were largely designed for face-to-face educational environments where teachers, parents, and community leaders served as primary agents of socialization. However,

contemporary students increasingly engage with digital platforms that shape their values, beliefs, and behaviors in ways that extend beyond conventional educational settings. This shift requires educational institutions to reconsider how character formation is conceptualized and implemented. Islamic schools face the challenge of preserving foundational moral values while simultaneously preparing students to participate responsibly in digital society. Consequently, integrating prophetic values with digital citizenship competencies emerges as a strategic response to contemporary educational realities (Saada, 2021; UNESCO, 2023).

One of the most significant findings concerns the continuing relevance of prophetic values as a foundation for character education in the digital age. The literature consistently demonstrates that the prophetic attributes of *ṣidq* (truthfulness), *amānah* (trustworthiness), *tablīgh* (responsible communication), and *faṭānah* (wisdom) provide comprehensive ethical guidance applicable across diverse social and technological contexts. These values are not confined to religious instruction but offer practical principles for navigating contemporary challenges associated with information technology, online communication, and civic participation. As digital environments become increasingly complex, students require stable ethical reference points capable of guiding responsible behavior. Prophetic values fulfill this function by providing moral frameworks that remain relevant despite technological change. Therefore, character education initiatives should continue to position these values at the center of educational practice (Auda, 2018; Huda et al., 2019).

The findings further reveal that the prophetic value of *ṣidq* possesses particular significance within contemporary digital information environments. Students are exposed daily to large volumes of information distributed through social media, websites, messaging applications, and digital news platforms. Many of these sources contain misinformation, disinformation, or manipulated content that can influence perceptions and decision-making. Educational institutions must therefore cultivate students' capacities to evaluate information critically and communicate truthfully. The principle of *ṣidq* encourages honesty, integrity, and commitment to truth, making it highly relevant for addressing contemporary challenges related to digital misinformation. Consequently, integrating this value into digital citizenship education can strengthen information literacy and ethical communication practices among students (Floridi, 2023; Ribble, 2022).

Another important finding concerns the role of *amānah* in fostering responsible digital behavior. Trustworthiness and accountability are increasingly important as students engage with digital platforms that involve information sharing, content creation, and online collaboration. Digital environments often provide opportunities for anonymity and reduced social accountability, which may encourage irresponsible behavior if ethical guidance is absent. The prophetic principle of *amānah* reminds learners that responsibility extends beyond physical interactions and includes conduct within digital spaces. This value encourages students to respect privacy, protect confidential information, and act honestly in academic and social contexts. Therefore, *amānah* contributes significantly to the development of responsible digital citizens capable of using technology ethically (Rahman et al., 2024; Yusuf & Karim, 2024).

The analysis also highlights the importance of *tablīgh* as a framework for ethical communication in digital environments. Social media platforms, online discussion forums, and digital communication tools have transformed how young people interact with others. While these technologies facilitate communication and collaboration, they also create opportunities for cyberbullying, hate speech, misinformation, and harmful online behavior. Educational institutions must therefore prepare students to communicate respectfully and constructively within digital communities. The value of *tablīgh* emphasizes truthful, beneficial, and responsible communication that promotes social harmony and mutual

understanding. Integrating this principle into digital citizenship education can help students develop healthier communication practices and stronger interpersonal relationships (Choi et al., 2021; Huda et al., 2019).

The prophetic value of *faṭānah* emerged as another critical component of character education in digital society. Contemporary students operate within information-rich environments characterized by competing perspectives, algorithmic influences, and rapid technological change. Effective participation in such environments requires critical thinking, discernment, and sound judgment. The concept of *faṭānah* encourages learners to analyze information carefully, consider consequences thoughtfully, and make informed decisions. This value aligns closely with contemporary educational goals related to critical digital literacy and responsible technology use. Consequently, integrating *faṭānah* into educational programs can strengthen students' capacity to navigate digital environments intelligently and ethically (Ng et al., 2021; Floridi, 2023).

The findings indicate that digital citizenship competencies complement prophetic values in important ways. Digital citizenship frameworks emphasize responsible technology use, information literacy, online safety, civic participation, and ethical behavior. These competencies address practical challenges associated with contemporary digital environments while promoting constructive engagement with technology. Many dimensions of digital citizenship correspond closely with Islamic ethical teachings concerning justice, responsibility, honesty, and social welfare. This compatibility creates opportunities for developing integrated educational models that connect religious values with contemporary competencies. Therefore, digital citizenship education can be effectively contextualized within Islamic educational frameworks (Ribble, 2022; Rahman et al., 2024).

Another significant finding concerns the role of critical digital literacy in contemporary character education. The ability to evaluate information critically has become increasingly important due to the widespread availability of digital content and the growing prevalence of misinformation. Students require skills that enable them to assess source credibility, recognize bias, and verify information before sharing it with others. Such competencies are essential for responsible participation in digital society and align closely with Islamic teachings concerning truthfulness and intellectual responsibility. Educational institutions must therefore incorporate critical digital literacy into broader character education initiatives. This integration helps ensure that ethical principles are translated into practical behaviors within digital contexts (Ng et al., 2021; UNESCO, 2023).

The literature also demonstrates that digital citizenship education contributes positively to civic engagement and social responsibility. Digital technologies provide students with opportunities to participate in public discussions, advocate for social causes, and collaborate across geographical boundaries. However, meaningful participation requires ethical awareness and responsible conduct. Islamic educational philosophy emphasizes collective welfare, social justice, and active contribution to society. These principles align closely with contemporary understandings of digital citizenship that encourage constructive civic engagement. Therefore, integrating prophetic values and digital citizenship competencies can strengthen students' commitment to social responsibility both online and offline (Auda, 2018; Choi et al., 2021).

Another important finding concerns the role of school culture in supporting character development. Effective character education extends beyond formal curriculum content and depends upon the broader educational environment in which students learn and interact. Schools that consistently model ethical values through policies, leadership practices, and interpersonal relationships tend to achieve stronger character education outcomes. Digital citizenship initiatives similarly require supportive institutional cultures that encourage

responsible technology use and ethical behavior. Islamic schools possess unique opportunities to create value-centered learning environments that integrate religious principles with digital competencies. Such environments contribute significantly to the internalization of both prophetic values and responsible citizenship practices (Lickona, 2022; Abdullah & Hassan, 2023).

The findings further suggest that educational leadership plays a decisive role in successful character education reform. School leaders influence organizational priorities, resource allocation, policy development, and institutional culture. Effective leaders create conditions that support ethical learning, teacher development, and student engagement. In the context of digital transformation, leaders must also address emerging challenges related to technology use, digital safety, and ethical governance. Islamic leadership principles emphasizing integrity, consultation, and service provide valuable guidance for navigating these challenges. Consequently, leadership development should be considered an essential component of character education innovation (Hallinger, 2022; Yusuf & Karim, 2024).

Research findings additionally indicate that family involvement remains crucial for character formation in the digital age. Although schools play important educational roles, students' values and behaviors are also shaped significantly by family environments and parental guidance. Parents influence technology use patterns, digital habits, and ethical decision-making processes. Effective character education therefore requires collaboration between schools and families to ensure consistency across learning environments. Islamic educational traditions have long emphasized shared responsibility for moral development among educational stakeholders. Consequently, integrated character education models should include mechanisms for strengthening school-family partnerships (Berkowitz & Bier, 2021; Rahman et al., 2024).

The analysis also reveals growing concerns regarding digital well-being among students. Excessive screen time, social media dependency, and continuous digital connectivity may negatively affect mental health, emotional development, and interpersonal relationships. Character education initiatives must therefore address not only ethical behavior but also healthy technology use. Islamic teachings emphasizing moderation, self-discipline, and balance offer valuable perspectives for promoting digital well-being. These principles encourage students to use technology purposefully while maintaining healthy relationships with themselves and others. As a result, digital well-being should be incorporated into integrated character education frameworks (UNESCO, 2023; OECD, 2021).

Another finding concerns the importance of experiential learning in character education. Students develop ethical understanding most effectively when they have opportunities to practice values in authentic situations. Digital citizenship education similarly benefits from experiential approaches that allow learners to engage with real-world ethical challenges. Service-learning projects, collaborative activities, digital campaigns, and community engagement initiatives provide valuable opportunities for applying prophetic values within contemporary contexts. Such experiences strengthen value internalization and promote meaningful learning outcomes. Therefore, experiential pedagogies should play a central role in character education reform (Nucci et al., 2021; Berkowitz & Bier, 2021).

The literature further indicates that teacher competency significantly influences the effectiveness of character education programs. Teachers serve not only as instructors but also as role models whose behaviors communicate important ethical messages. Effective implementation of integrated character education requires teachers who possess understanding of both prophetic values and digital citizenship competencies. Professional development programs should therefore address ethical pedagogy, digital literacy, and value-based instructional strategies. Such preparation enables educators to support students

effectively within increasingly complex learning environments. Consequently, teacher capacity building represents a critical dimension of educational transformation (Trust & Whalen, 2021; Yusuf & Karim, 2024).

The findings suggest that assessment practices also require reconsideration within integrated character education models. Traditional assessments often focus primarily on academic achievement while providing limited insight into ethical development and digital citizenship competencies. Contemporary educational frameworks increasingly advocate authentic assessment approaches that evaluate behaviors, attitudes, participation, and reflective capacities. Such approaches are better suited to capturing the multidimensional nature of character formation. Islamic schools seeking to integrate prophetic values and digital citizenship should therefore develop assessment systems that reflect broader educational objectives. This shift can enhance the visibility and importance of character education within institutional practice (Lickona, 2022; Choi et al., 2021).

The analysis reveals that educational policy frameworks increasingly recognize the importance of digital citizenship and character education. Governments and international organizations have introduced initiatives promoting ethical technology use, digital literacy, and responsible citizenship among young people. However, implementation often remains fragmented due to insufficient integration between moral education and technological competencies. Islamic schools can address this gap by developing coherent educational models that connect ethical values with digital realities. Such models can serve as examples of contextually relevant educational innovation. Therefore, policy support is essential for scaling and sustaining integrated character education initiatives (UNESCO, 2023; OECD, 2021).

Another important finding concerns the compatibility between Islamic educational values and global citizenship competencies. Although digital citizenship emerged largely within secular educational discourse, many of its principles align closely with Islamic teachings concerning justice, responsibility, cooperation, and respect for human dignity. This compatibility demonstrates that religious and contemporary educational frameworks need not be viewed as competing alternatives. Instead, they can complement one another in promoting responsible participation within increasingly interconnected societies. Such integration strengthens both moral authenticity and contemporary relevance. Consequently, Islamic schools are well positioned to contribute innovative approaches to global discussions concerning character education and citizenship development (Auda, 2018; Saada, 2021).

The literature also identifies several challenges associated with implementing integrated character education frameworks. These challenges include limited teacher preparedness, inadequate digital infrastructure, inconsistent parental involvement, and difficulties in assessing character outcomes. Additionally, rapid technological change may outpace institutional efforts to develop relevant educational responses. Despite these challenges, scholars generally agree that integrated approaches offer significant potential for addressing contemporary educational needs. Strategic planning, stakeholder collaboration, and continuous professional development can help overcome implementation barriers. Therefore, challenges should be viewed as opportunities for innovation rather than obstacles to reform (Hallinger, 2022; UNESCO, 2023). Finally, the findings demonstrate that reimagining character education through the integration of prophetic values and digital citizenship competencies provides a promising pathway for educational transformation in Islamic schools. This approach addresses both enduring moral concerns and emerging technological realities while maintaining coherence with Islamic educational philosophy. By combining ethical principles with practical digital competencies, schools can prepare students to participate responsibly within contemporary society. Such integration supports holistic

development encompassing moral, intellectual, social, and civic dimensions. Ultimately, the future effectiveness of Islamic character education will depend upon its capacity to synthesize religious values and digital competencies in ways that remain meaningful, relevant, and transformative for future generations.

Table 1. Integration Model of Prophetic Values and Digital Citizenship Competencies in Islamic Schools

Prophetic Value	Core Meaning in Islamic Education	Digital Citizenship Competency	Character Education Outcome	Educational Implementation Strategy
Ṣidq (Truthfulness)	Honesty, integrity, commitment to truth	Information literacy, responsible content sharing, fact-checking	Honest digital behavior, critical information evaluation, ethical communication	Media literacy programs, misinformation detection activities, digital ethics projects
Amānah (Trustworthiness)	Responsibility, accountability, reliability	Digital responsibility, privacy protection, cybersecurity awareness	Responsible technology use, academic integrity, ethical decision-making	Digital safety education, cyber ethics workshops, online responsibility campaigns
Tabligh (Responsible Communication)	Effective, truthful, and constructive communication	Digital communication, online collaboration, respectful interaction	Positive online engagement, empathy, civic participation	Collaborative learning platforms, discussion forums, digital dialogue activities
Faṭānah (Wisdom and Intelligence)	Critical thinking, discernment, sound judgment	Critical digital literacy, problem-solving, digital reasoning	Reflective decision-making, intellectual responsibility, innovation	Inquiry-based learning, digital problem-solving projects, AI literacy education
ʿAdl (Justice)	Fairness, equity, social responsibility	Digital rights and responsibilities, digital inclusion	Respect for diversity, fairness, social awareness	Inclusive digital learning environments, civic engagement programs
Raḥmah (Compassion)	Empathy, kindness, care for others	Online empathy, ethical social interaction	Positive digital citizenship, social harmony	Digital citizenship campaigns, peer mentoring programs

Prophetic Value	Core Meaning in Islamic Education	Digital Citizenship Competency	Character Education Outcome	Educational Implementation Strategy
Shūrā (Consultation)	Participation, collaboration, collective decision-making	Digital collaboration and participatory learning	Democratic engagement, cooperative learning	Collaborative online projects and virtual learning communities
Iḥsān (Excellence)	Continuous self-improvement and ethical excellence	Responsible innovation and lifelong learning	Growth mindset, ethical technology engagement	Reflective learning portfolios and digital leadership initiatives

The integration model presented above demonstrates that prophetic values and digital citizenship competencies are not separate educational domains but mutually reinforcing frameworks capable of supporting holistic character development. Islamic educational traditions emphasize ethical conduct and moral responsibility, while digital citizenship education focuses on responsible participation within technologically mediated environments. When these frameworks are integrated systematically, students receive guidance that is both morally grounded and contextually relevant. Such integration ensures that ethical principles are translated into practical behaviors rather than remaining abstract ideals. Consequently, character education becomes more responsive to contemporary social realities. This finding supports calls for educational innovation that bridges religious traditions and modern competencies (Saada, 2021; UNESCO, 2023).

The relationship between *ṣidq* and digital information literacy represents one of the most important dimensions of the proposed framework. Contemporary students encounter an unprecedented volume of information from diverse digital sources, many of which vary significantly in credibility and reliability. Developing the capacity to evaluate information critically is therefore essential for responsible citizenship. The prophetic value of truthfulness encourages learners to verify information carefully before accepting or sharing it. Such practices help reduce the spread of misinformation and promote intellectual integrity. Consequently, integrating *ṣidq* into media literacy initiatives strengthens both ethical awareness and critical thinking skills (Floridi, 2023; Ng et al., 2021).

Similarly, the integration of *amānah* with digital responsibility provides an important foundation for ethical technology use. Digital environments create numerous opportunities for both constructive engagement and irresponsible behavior. Issues such as plagiarism, privacy violations, cybercrime, and misuse of personal information require strong ethical guidance. The principle of *amānah* encourages accountability and responsibility in all forms of human interaction, including digital engagement. Students who internalize this value are more likely to use technology ethically and respect the rights of others. Therefore, *amānah* contributes significantly to the cultivation of trustworthy digital citizens (Rahman et al., 2024; Ribble, 2022).

The integration of *tablīgh* and digital communication competencies addresses another pressing educational challenge. Online communication has become central to contemporary social life, yet many students struggle with issues related to civility, empathy, and respectful interaction. Digital platforms frequently amplify conflict, polarization, and harmful communication practices. The prophetic emphasis on responsible and constructive

communication offers valuable guidance for addressing these concerns. Educational programs that combine communication skills with ethical reflection can help students develop healthier online relationships. Such initiatives contribute to more positive digital communities and stronger civic engagement (Choi et al., 2021; Huda et al., 2019).

The findings further suggest that *faṭānah* provides an essential intellectual dimension for digital citizenship education. The rapid expansion of artificial intelligence, algorithmic systems, and digital platforms requires students to think critically about information, technology, and social influence. Wisdom and discernment are increasingly necessary for making informed decisions within complex digital environments. Educational programs emphasizing *faṭānah* can help students develop analytical thinking, reflective judgment, and ethical reasoning. These competencies are essential for navigating contemporary technological challenges responsibly. Therefore, *faṭānah* serves as a bridge between traditional Islamic educational ideals and twenty-first-century learning needs (Floridi, 2023; UNESCO, 2023).

The incorporation of justice (*‘adl*) into digital citizenship education also strengthens students’ awareness of social responsibility and digital equity. Access to technology and digital resources remains uneven across many societies, creating disparities in educational opportunities and civic participation. Islamic teachings emphasize fairness and concern for the welfare of all members of society. Integrating these principles into digital education encourages students to recognize issues related to inclusion, accessibility, and social justice. Such awareness is increasingly important in an interconnected world characterized by technological inequality. Consequently, *‘adl* enriches digital citizenship by introducing a stronger ethical commitment to equity and inclusion (Auda, 2018; OECD, 2021).

The value of *rahmah* contributes another important dimension to character education by emphasizing compassion and empathy. Digital communication often lacks emotional cues present in face-to-face interactions, increasing the risk of misunderstanding and insensitive behavior. Educational initiatives promoting online empathy can help students recognize the human impact of their digital actions. Compassion-based approaches also support mental well-being and positive social relationships within online communities. Integrating *rahmah* into digital citizenship education therefore strengthens emotional intelligence alongside technological competence. Such development is essential for creating humane and ethical digital cultures (UNESCO, 2023; Saada, 2021).

The concept of *shūrā* highlights the importance of collaboration and participatory learning in contemporary education. Digital technologies enable students to engage in collaborative projects, virtual discussions, and global learning communities. These opportunities support the development of teamwork, communication, and democratic participation skills. The Islamic principle of consultation aligns closely with educational approaches emphasizing dialogue, cooperation, and shared decision-making. Integrating *shūrā* into digital learning environments can therefore strengthen both civic competencies and interpersonal relationships. Such experiences prepare students to participate constructively within diverse communities (Choi et al., 2021; Abdullah & Hassan, 2023).

The inclusion of *ihsān* within the framework encourages students to pursue excellence in both ethical conduct and technological engagement. Contemporary educational discourse increasingly emphasizes lifelong learning, innovation, and adaptability as essential competencies for future success. The concept of *ihsān* complements these objectives by promoting continuous self-improvement and commitment to ethical excellence. Students are encouraged not only to use technology effectively but also to employ it in ways that contribute positively to society. This perspective helps prevent purely instrumental approaches to technology and reinforces broader educational goals concerning human

flourishing. Consequently, *ihsān* strengthens the transformative potential of character education (Hashim & Langgulung, 2021; UNESCO, 2023). From a broader educational perspective, the proposed framework demonstrates that character education and digital citizenship should not be treated as separate curricular domains. Instead, both areas should be integrated within a coherent educational philosophy that addresses moral, intellectual, social, and technological dimensions of student development. Islamic schools possess unique opportunities to pioneer such integrative approaches because their educational missions already emphasize holistic human development. By connecting prophetic values with contemporary digital competencies, schools can create learning environments that remain faithful to Islamic traditions while responding effectively to emerging challenges. This synthesis represents a promising direction for future educational reform and contributes to the development of ethically responsible, digitally competent, and socially engaged generations.

Conclusion

The findings of this study demonstrate that the integration of prophetic values and digital citizenship competencies provides a comprehensive framework for reimagining character education in Islamic schools. Contemporary educational environments are increasingly shaped by digital technologies that influence students' learning experiences, social interactions, and moral development. Consequently, character education must evolve beyond traditional approaches and address the ethical challenges associated with digital society. The analysis revealed that the prophetic values of *ṣidq*, *amānah*, *tablīgh*, and *faṭānah* remain highly relevant for guiding responsible behavior within contemporary technological contexts. These values offer enduring ethical foundations that complement modern digital citizenship competencies related to information literacy, communication, online safety, civic participation, and critical thinking. Therefore, integrating these frameworks can strengthen the relevance and effectiveness of character education in the twenty-first century. Furthermore, the study highlights that successful implementation requires a holistic and systemic approach involving curriculum design, teacher development, educational leadership, school culture, family engagement, and policy support. Character education should not be limited to classroom instruction but should permeate all dimensions of school life and digital engagement. Islamic schools are uniquely positioned to develop innovative educational models that synthesize religious ethics with contemporary competencies while maintaining cultural and spiritual authenticity. The proposed integration framework contributes a conceptual model capable of supporting ethical governance, responsible technology use, and sustainable character formation. Ultimately, the future of Islamic education depends upon its ability to harmonize prophetic moral traditions with emerging digital realities, thereby preparing students to become ethically grounded, socially responsible, and digitally competent citizens in an increasingly interconnected world.

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