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ISLAMIC EDUCATION BASED ON AKIDAH IN THE DIGITAL ERA: FOUNDATIONS, IMPLEMENTATION STRATEGIES, AND CHALLENGES

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Abstract

This study aims to analyze the conceptual foundations of faith-based Islamic education in the digital era, identify effective implementation strategies, and examine the challenges of instilling faith-based values among students. Employing a qualitative library research approach, this study reviewed scholarly books, peer-reviewed journal articles, conference proceedings, and official publications selected based on their relevance, academic credibility, and alignment with the research objectives. The collected data were analyzed using thematic analysis to identify recurring patterns related to the conceptual foundations, implementation strategies, and challenges of faith-based Islamic education. The findings reveal that faith serves as the fundamental basis of Islamic education, shaping students' character, attitudes, and worldview. Effective implementation strategies include strengthening teachers' exemplary roles, improving digital literacy, integrating faith-based values into the curriculum, and utilizing educational technology wisely. The study also identifies major challenges, including the spread of unreliable religious information, the crisis of religious authority in digital spaces, and the influence of digital culture, which may weaken students' understanding and practice of faith. This study contributes to the literature by providing a comprehensive framework that integrates the conceptual foundations, implementation strategies, and contemporary challenges of faith-based Islamic education in the digital era.

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INTRODUCTION

The rapid development of digital technology has brought fundamental changes to various aspects of human life (Yoga et al., 2021). Digital transformation has not only altered the ways individuals access and manage information, but has also influenced patterns of thinking, attitudes, and the construction of value systems, particularly among younger generations. In the context of Islamic education, the digital era presents significant opportunities for the development of innovative and accessible learning practices, while simultaneously posing serious challenges in maintaining and internalizing faith-based values and Islamic character.

One of the fundamental aspects affected by these changes is akidah. As the foundation of a Muslim's belief system akidah occupies a central position in shaping life orientation, moral attitudes, and social behavior (Yuliandi, 2026). However, the overwhelming flow of digital information that is not always aligned with Islamic values, the widespread circulation of religious misinformation, and the shifting of religious authority in digital spaces have the potential to weaken the understanding and internalization of akidah, particularly among students. These conditions indicate that strengthening akidah in the digital era cannot rely solely on conventional approaches, but instead requires conceptual reinforcement and adaptive educational strategies that respond to contemporary developments.

Islamic education plays a strategic role in addressing these challenges. It is not merely aimed at transferring religious knowledge, but also at shaping individuals who are faithful, pious, and possess noble character. Therefore, strengthening akidah must serve as the primary foundation in the implementation of Islamic education, whether at the level of curriculum design, learning processes, or educational culture. Akidah-based Islamic education in the digital era is required to integrate faith-based values with the wise

use of technology, ensuring that technological advancement does not become a threat, but rather a means of strengthening faith and character.

Several studies indicate that the challenges faced by Islamic education in the digital era are multidimensional, encompassing epistemological, cultural, and pedagogical aspects (Waston, 2025). Changes in the ways religious knowledge is acquired, the dominance of popular culture, and the characteristics of the digital-native generation demand educational approaches that are more contextual, critical, and holistic. Under these conditions, the role of teachers as moral exemplars, the strengthening of digital literacy, the integration of akidah values into the curriculum, and the utilization of digital learning media become essential elements in developing effective strategies for akidah internalization.

Various previous studies have also emphasized the importance of digital literacy. Research by Dinda Rizki Febriani et al. underscores the significance of digital literacy in helping students critically evaluate religious information and use digital technology responsibly (Febriani dkk., 2025). Other researchers have highlighted that integrating technology into Islamic education can improve learning effectiveness while supporting students' engagement with religious knowledge. In addition, studies on Islamic character education have shown that moral and spiritual values remain essential foundations for preparing students to navigate the challenges of contemporary digital society. Collectively, these studies suggest that technology should function not only as a learning medium but also as an instrument for strengthening Islamic values and character.

However, previous studies have primarily examined digital literacy, educational technology, and character education as separate topics. There is limited research that specifically positions akidah as the fundamental conceptual basis of Islamic education in the digital era. Furthermore, few studies have comprehensively integrated the conceptual foundations of akidah, implementation strategies, and the contemporary challenges of faith internalization within a single analytical framework. Consequently, a comprehensive understanding of how akidah can serve as the primary foundation for Islamic education amid rapid digital transformation remains underexplored.

Based on this background, this article aims to comprehensively examine aqidah-based Islamic education in the digital era by focusing on three main aspects: the conceptual foundations of akidah in Islamic education, strategies for implementing akidah internalization in the digital era, and the various challenges encountered in this process. This study addresses the identified research gap by offering an integrated literature-based analysis that connects these three dimensions within a unified conceptual framework. The novelty of this study lies in presenting akidah not only as a theological doctrine but also as the central educational foundation for developing adaptive Islamic education in the digital era. Through this discussion, it is expected that a systematic and comprehensive understanding of efforts to strengthen akidah within Islamic education can be achieved, serving as both a conceptual and practical reference for educators, academics, and policymakers in responding to the dynamics of Islamic education in the digital age.

METHOD

This study employs the library research method, which is a study that examines various reference books and previous research of a similar nature to establish a theoretical foundation regarding the issue under investigation (Sari & Asmendri, 2020) by collecting data from sources such as books, journals, magazines, newspapers, e-books, or the internet (Zed, 2008). The data collection technique involves the researcher conducting an in-depth analysis of the data and information obtained, after which the data is constructed into a body of knowledge, hypotheses, and new insights. The analysis technique used is content analysis. Content analysis is a scientific analysis of the message content of a dataset. In the next stage, the researcher re-examines the conclusion section to ensure the conclusions are appropriate (Widiandari & Tasman Hamami, 2022) The researcher employed a literature review matrix as a research instrument to systematically record information from each source. The data obtained were then grouped into three analytical categories: (1) the conceptual foundation of akidah based Islamic education, (2) implementation strategies in the digital era, and (3) challenges in strengthening students' akidah. Subsequently, the data were analyzed using thematic content analysis involving the identification, categorization, comparison, and synthesis of themes emerging from the literature to achieve a comprehensive understanding aligned with the research objectives.

RESULT AND DISCUSSION

Akidah as the Foundationsl Framework of Islamic Education in the Digital Era

Etymologically, the term *akidah* is derived from the Arabic root *'aqada–ya'qidu–'aqdan–'aqidatan*, where *'aqdan* means a knot, bond, covenant, or something firm and solid. This etymological meaning indicates that *akidah* represents a strong bond of belief that is deeply rooted and not easily shaken within the heart of a believer. Thus, *akidah* can be understood as the primary foundation in constructing faith and shaping an individual's religious attitudes and commitment.

Terminologically, several scholars have defined *akidah* from different perspectives. Hasan al-Banna defines *akidah* as matters that must be firmly believed by the heart, bring inner tranquility, and constitute convictions free from any doubt (Al-Banna, n.d., p. 465). This definition emphasizes that *akidah* functions as a source of spiritual peace and certainty in religious life. Meanwhile, Abu Bakr Jabir al-Jazairy defines *akidah* as a set of truths that are generally accepted by human reason, revelation, and natural disposition (*fitrah*), whose truth and existence are firmly believed, while anything contradictory to them is rejected (Al-Jazairy, 1978, p. 21). This definition illustrates that Islamic *akidah* is rational, revelation-based, and harmonious with human nature (Gholib, 2018).

Based on these definitions, *akidah* can be understood as a firm and unwavering form of faith that contains no doubt for those who believe in it. Islamic *akidah* encompasses belief in Allah SWT, obedience to His commands, the oneness (*tawhid*) and devotion to Him, as well as belief in angels, prophets, revealed scriptures, the Hereafter, divine decree (*qada* and *qadar*), whether good or bad, and all authentic principles of the religion (Al-Jumhuri, 2019) From this perspective, *akidah* serves as the fundamental foundation that gives rise to Islamic law (*shari'ah*) and directs human behavior in accordance with divine values. *Akidah* occupies a central position in Islam, as strong *akidah* fosters firm religious commitment and consistency in practicing Islamic teachings. With sound *akidah*, individuals continuously strive to remain on the straight path by adhering to the laws and principles of Islamic *shari'ah*.

The discussion of *akidah* in Islam encompasses issues of faith, *tawhid*, belief in the unseen, and other related aspects. Indeed, *akidah* and *tawhid* are often regarded as inseparable concepts. Both are essential, as they constitute the foundation and core of Islam. Only through correct *akidah* or true faith can a person attain salvation in both worldly life and the Hereafter (Abu Zakariya, 2018), as emphasized in the Qur'an, Surah al-An'am (6:82):

اَلَّذِيْنَ اٰمَنُوْا وَلَمْ يَلْبِسُوْٓا اِيْمَانَهُمْ بِظُلْمٍ اُولٰۤىِٕكَ لَهُمُ الْاَمْنُ وَهُمْ مُّهْتَدُوْنَ

"Those who believe and do not mix their belief with wrongdoing (shirk) are the ones who will have security, and they are the rightly guided." (QS. Al-An'am: 82)

Human need for *akidah* essentially surpasses other needs. Islamic *akidah* represents a belief system capable of instilling a sense of security, inner peace, and happiness in life, while ensuring spiritual and moral well-being (Yusmansyah, 2008), as stated in Surah al-Baqarah (2:112):

بَلٰى مَنْ اَسْلَمَ وَجْهَهٗ لِلّٰهِ وَهُوَ مُحْسِنٌ فَلَهٗٓ اَجْرُهٗ عِنْدَ رَبِّهٖۚ وَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُوْنَ

"Indeed, whoever submits himself to Allah while doing good will have his reward with his Lord. There will be no fear for them, nor will they grieve." (Qur'an 2:112)

In addition to being a prerequisite for the acceptance of deeds, *akidah* plays a significant role in shaping an individual's character (Darwanto dkk., 2025). Therefore, the role of *akidah* in Islamic education is fundamental to achieving the educational objective of forming a generation that is faithful, pious, and possesses noble character.

In the educational context, Islamic education is grounded in Islamic teachings, including *akidah*, morality (*akhlaq*), and *shari'ah*, which are derived from the primary sources of Islam, namely the Qur'an and the Sunnah (Sarjuni dkk., 2023a). *Akidah* education functions to strengthen students' faith so that they develop into spiritually resilient individuals amid diversity and the rapid development of the digital era (Nugraha, 2024)

Along with the advancement of the digital era, *akidah* education faces both challenges and new opportunities. Instant access to information, global connectivity, the use of artificial intelligence, and changes in culture and lifestyle have given rise to the digital-native generation (Rodhiyana, 2025). These conditions demand *akidah* education strategies that are adaptive, innovative, and contextual (Harianto dkk., 2025).

Therefore, revitalizing *akidah* values through Islamic education has become an urgent necessity. Collaboration among educators, families, religious leaders, and the wider community is required to create a conducive environment for nurturing Muslim character grounded in strong *akidah* (Harianto dkk., 2025). From the discussion above, it can be concluded that *akidah* and Islamic education play a highly fundamental role in addressing the challenges of the digital era. Strong *akidah* serves as the primary foundation for shaping Muslim character and personality, enabling individuals to utilize digital technology in a positive and responsible manner. Thus, digitalization does not become a threat, but rather a means for self-development and the realization of the common good (*maslahah*) of the ummah (Kutsiyyah, 2019).

Multidimensional Challenges in Instilling Aqidah in the Digital Era

The digital era has brought significant changes to the lives of Muslims, including in the process of instilling *aqidah* (Islamic creed). These changes are not only technological in nature but also touch the epistemological, cultural, and pedagogical dimensions of religious life. The development of information technology presents great opportunities for the dissemination of Islamic teachings; however, it also creates serious challenges that must be addressed wisely, especially in the context of education and the character formation of the younger generation (Budi, 2025). The thematic analysis revealed five interrelated categories of challenges affecting the process of aqidah education in the digital era. These include (1) digital religious misinformation, (2) the crisis of religious authority, (3) the influence of digital culture and popular values, (4) changes in students' learning patterns, and (5) learner diversity.

One of the main challenges is the widespread dissemination of invalid religious information, hoaxes, and deviant understandings circulating in the digital sphere. This condition indicates that the digital space has become a new arena for contesting interpretations of Islamic teachings. Easy internet access allows anyone to produce and spread religious content without adequate scholarly foundation. The instant culture facilitated by technology encourages people, especially students, to seek religious answers quickly without undergoing a process of deeper understanding, which may weaken and create confusion in developing a comprehensive understanding of *aqidah* (Rofiq, 2017).

Another challenge relates to the crisis of religious authority in the digital era. The development of digital media has shifted religious references from traditional authorities toward popular figures in cyberspace. Religious scholars and institutions are no longer the sole references because digital platforms provide broad access to various religious perspectives. This phenomenon gives rise to literalism and claims of absolute truth that reject differences, as described by Khaled Abou El Fadl as a crisis of religious authority. As a result, Muslims often experience confusion due to the abundance of conflicting religious narratives (Rofiq, 2017).

The influence of digital media and popular culture further intensifies these challenges. Digital media not only delivers information but also transmits values, ideologies, and lifestyles to its users. Exposure to negative content such as hedonism, secularism, liberalism, pornography, and hate speech can erode Islamic values if not balanced with strong *aqidah* guidance. Social media functions not only as a means of communication but also as an agent shaping values, attitudes, and lifestyles.

In the educational context, the use of digital media has changed students' learning patterns. These changes require Islamic education to adapt its learning approaches without neglecting the essence of instilling *aqidah* values. Although technology enables more interactive and engaging learning, fast and superficial learning patterns may hinder the internalization of *aqidah* values, which require deep understanding and continuous habituation. The diversity of students' characteristics in the digital era also demands adaptive and contextual pedagogical approaches.

Thus, the challenges of instilling *aqidah* in the digital era are multidimensional, encompassing epistemological, cultural, and pedagogical aspects. The complexity of these challenges emphasizes that efforts to instill *aqidah* require systematic, contextual, and sustainable approaches. This condition highlights the need to strengthen *aqidah* education that is not only oriented toward knowledge transfer but also toward character building, digital literacy, and firmness of faith so that students are able to face the dynamics of the digital era wisely and responsibly.

To comprehensively understand the challenges of instilling *aqidah* in the digital era, a holistic and structured discussion is required. These challenges arise not only from technological developments but are also closely related to changes in religious authority, methods of acquiring religious knowledge, digital culture within society, and the characteristics and diversity of learners. This complexity demonstrates that instilling *aqidah* in the digital era requires Islamic educational approaches that are more adaptive, critical, and contextual so that faith values remain deeply internalized.

In general, the rapid flow of digital information gives rise to serious issues such as the spread of religious hoaxes, narrow textual understandings, and an instant culture in accessing religious knowledge. This condition is worsened by the weakening of traditional religious authority and the emergence of non-authoritative religious figures in digital spaces, often accompanied by claims of absolute truth. Furthermore, the influence of truth relativism in modern discourse also contributes to weakening belief in the normative truth of Islamic *aqidah* (Hardiman, 2023).

At the same time, digital media also introduces popular cultural values such as hedonism, secularism, and liberalism, which potentially erode the religious character of students (Budi, 2025). These challenges become increasingly complex when combined with changing learning patterns, dependence on technology, and the diversity of students' backgrounds and learning styles.

To clarify the mapping of these challenges systematically, the following table presents a summary of the main aspects of the challenges in instilling *aqidah* in the digital era, along with their impacts on *aqidah* and implications for Islamic education.

NO	Challenge Aspect	Forms of Challenge	Impact on Aqidah	Implications for Islamic Education
1	Digital religious information	Digital religious information	Digital religious information	Digital religious information
2	Religious authority	Crisis of authority among scholars and religious institutions, rise of non-authoritative religious figures	Emergence of absolute truth claims and polarization within the Muslim community	Strengthening scholarly references and religious moderation in learning
3	Epistemology of truth	Relativism of truth and plurality of religious discourse in digital	Weakening belief in the truth of Islamic *aqidah*	instilling *aqidah* based on evidence, rationality, and contextkonteks
4	Digital media and popular culture	Hedonism, secularism, liberalism, and negative content	Erosion of Islamic values and religious character	Integration of character education and strengthening Islamic values
5	Students' learning patterns	Superficial learning and dependence on technology	Lack of internalization of *aqidah* values	Development of reflective and contextual learning methods
6	Diversity of students	Differences in learning styles, interests, readiness, and socio-emotional conditions	Ineffectiveness of uniform approaches in instilling *aqidah*	Adaptive and inclusive pedagogical approaches

Based on this mapping, it can be understood that the challenges of instilling *aqidah* in the digital era are multidimensional and interconnected. Therefore, Islamic education should not merely focus on the transfer of religious knowledge but also develop holistic strategies for instilling *aqidah*, taking into account digital literacy, strengthening scholarly authority, character building, and pedagogical approaches that suit the needs and diversity of learners. This mapping subsequently becomes an important foundation for formulating *aqidah*-instilling strategies relevant to the context of the digital era.

Adaptive Strategies for Staegies Aqidah in the Digital Era

The rapid development of digital technology has brought significant changes to various aspects of life, including the field of Islamic education (Ilham dkk., 2023). The digital era not only provides easy access to religious information but also creates new challenges in the process of instilling *aqidah*, particularly related to the overwhelming flow of information that is not always aligned with Islamic values. Therefore, comprehensive and adaptive Islamic educational strategies are required so that the internalization of *aqidah* remains effective, relevant, and capable of building strong faith among students amidst the dynamics of digital technological development (Hakim dkk., 2024).

In the context of human resource development, education plays a strategic role in shaping knowledgeable, ethical, and morally upright individuals. Therefore, contemporary education needs continuous improvement so that it is not only oriented toward developing students' cognitive abilities but also pays attention to strengthening the affective domain. The integration of scouting activities into every

subject has the potential to contribute significantly to improving the quality of national education, particularly in character building, in addition to the role of religious education (Sarjuni dkk., 2023).

Islamic education holds a strategic role in instilling and strengthening students' *aqidah* amidst the rapid flow of digitalization. *Aqidah*, as the foundation of a Muslim's fundamental beliefs, includes faith in Allah SWT, angels, holy scriptures, prophets, the Last Day, and divine decree (*qada* and *qadar*). *Aqidah* functions not only as a personal belief system but also as a spiritual, moral, and social foundation that shapes a Muslim's identity and life orientation. Therefore, Islamic educational strategies in the digital era must focus on strengthening *aqidah* so that students are able to respond to the changing times wisely and responsibly (Judrah dkk., 2024).

In its implementation, teachers play a highly crucial role in the process of instilling *aqidah*. The teacher's duty is not merely to deliver religious knowledge cognitively but also to shape students' Islamic character so that they become individuals who are pious, possess integrity, and are oriented toward values of public benefit (*maslahah*). This role is carried out through formal classroom instruction, habituation of Islamic values, and exemplary conduct in everyday life (Hanipudin, 2025).

In line with this, strengthening *aqidah* in the digital era cannot be separated from the importance of digital literacy. Young generations who grow up with unlimited access to technology are highly vulnerable to exposure to negative content, religious hoaxes, hedonistic lifestyles, and secular values that contradict Islamic teachings. Therefore, digital literacy becomes an integral part of Islamic educational strategies so that students are able to filter information, think critically, and use digital media ethically and responsibly. A proper understanding of digital literacy will help students utilize technology as a means of strengthening faith rather than as a source of moral degradation (Restianty, 2018).

Another important strategy is the integration of *aqidah* values into curriculum development. Curriculum integration aims to strengthen the connection between subjects, enhance critical and creative thinking skills, and develop students' holistic perspectives. Islamic Religious Education does not stand alone but is interconnected with other subjects in instilling values of faith, morality, and social responsibility. Through this integration, *aqidah* values are not only taught normatively but are also contextualized with the realities of modern life and digital challenges (Sumiati & Mumtahanah, 2025).

The exemplary method (*uswatun hasanah*) is a highly effective pedagogical strategy in *aqidah* and moral education. Psychologically, students tend to imitate educators' behavior more easily than merely receiving theoretical instructions. The concept of *uswatun hasanah*, which refers to the example of Prophet Muhammad SAW, emphasizes that moral and *aqidah* values are instilled through real examples in the attitudes, speech, and actions of educators. Thus, all members of the school community, including teachers, educational staff, and policymakers, must create an educational environment that consistently reflects Islamic values.

The utilization of digital technology in Islamic education is also an important strategy, although it is not without challenges. Digital media such as educational videos, interactive multimedia, and online learning platforms can be used to deliver *aqidah* materials in more engaging and contextual ways. However, challenges related to the authenticity and reliability of religious content require strict supervision and verification to ensure that the materials remain aligned with Islamic teachings. In addition, unequal access to technology and economic factors continue to be obstacles that need to be addressed so that digital-based Islamic education can be enjoyed equitably (Hajri, 2023).

The experience of online Islamic religious learning, particularly during the pandemic, demonstrates that the development of students' spiritual and social attitudes requires special attention. Teachers are unable to directly monitor students' behavior as they would in face-to-face learning. Therefore, adaptive attitude assessment strategies are needed, involving cooperation between schools and parents, as well as emphasizing honesty, discipline, and the practice of worship at home. Islamic religious learning, whether conducted offline or online, essentially aims to shape attitudes, morals, and good habits in daily life (Rudianto & Mahfud, 2023).

Islamic educational institutions have, since the early period of Islam, functioned as centers for the transformation of Islamic values. History shows that Islamic educational institutions, such as the house of Arqam bin Abi Arqam and the Prophet's Mosque (*Masjid Nabawi*), served not only as places of learning but also as centers for fostering faith, morality, and social life. This integrative spirit needs to be revived within the context of the digital era so that Islamic education can produce generations with strong *aqidah*, noble character, and adaptability to the developments of the times (Syafei, 2025).

The thematic analysis of the reviewed literature identified six major strategies for strengthening aqidah through Islamic education in the digital era. Although individual studies emphasize different aspects, the

findings consistently converge into six interconnected themes: (1) the teacher's role as a moral role model, (2) strengthening digital literacy, (3) curriculum integration, (4) technology-enhanced learning, (5) collaboration among schools, families, and communities, and (6) holistic character development. These themes represent a synthesis of the reviewed studies and provide a comprehensive framework for strengthening students' aqidah in response to the challenges of the digital era. The synthesized findings are presented this tabel below;

Theme	Synthesized Findings	Supporting Literature	Implications Education
Teacher as a Moral Role Model	The literature consistently identifies teachers as the central agents in strengthening students' aqidah through classroom instruction, habituation of Islamic values, and exemplary behaviour (*uswatun hasanah*).	Hanipudin (2025); Rudianto & Mahfud (2023)	Teachers should integrate cognitive, affective, and behavioural approaches while serving as authentic role models
Strengthening Digital Literacy	Digital literacy is recognized as an essential competency enabling students to critically evaluate religious information, resist misinformation, and use digital media ethically.	Restianty (2018); Hakim et al. (2024)	Islamic education should incorporate critical digital literacy to strengthen faith while preventing exposure to harmful digital content.
Curriculum Integration	Aqidah education is more effective when integrated across the curriculum rather than confined to Islamic Religious Education subjects alone.	Sumiati & Mumtahanah (2025); Sarjuni et al. (2023)	Curriculum design should connect aqidah values with character education, interdisciplinary learning, and real-life digital issues.
Technology-Enhanced Learning	Educational technology, including multimedia, online platforms, and interactive learning resources, enhances engagement but requires careful verification of religious content.	Hajri (2023); Ilham et al. (2023)	Schools should utilize technology while ensuring the credibility and authenticity of Islamic learning materials.
Collaboration among Schools, Families, and Communities	Effective aqidah formation requires collaborative support beyond classrooms through family involvement and community participation.	Rudianto & Mahfud (2023); Syafei (2025)	Partnerships between schools, parents, and religious communities strengthen students' faith development in digital environments.
Holistic Character Development	Aqidah education extends beyond knowledge transmission by integrating spiritual, moral, emotional, and social development.	Judrah et al. (2024); Syafei (2025); Sarjuni et al. (2023)	Islamic education should adopt holistic approaches that balance intellectual achievement with faith, ethics, and responsible digital citizenship.

As shown in Table, the reviewed studies consistently demonstrate that strengthening akidah in the digital era requires a comprehensive and integrated educational approach. Rather than functioning independently, the identified strategies complement one another in fostering students' faith and character. Teachers play a central role in modelling Islamic values, while digital literacy enables students to critically evaluate religious information encountered in digital environments. Curriculum integration reinforces akidah across learning experiences, whereas the appropriate use of technology enhances students' engagement without compromising the authenticity of Islamic teachings. Furthermore, collaboration among schools, families, and communities creates a supportive environment for the continuous development of students' faith and moral character. These findings suggest that effective akidah education in the digital era depends on the integration of pedagogical, technological, and social strategies, enabling Islamic education to develop Muslim generations who possess strong faith, noble character, and the ability to navigate digital challenges wisely and responsibly.

CONCLUSION

Islamic education based on *qkidah* plays a highly fundamental role in shaping the character and personality of students in the digital era. *Aqidah* serves as the primary foundation in building the beliefs, attitudes, and behavior of Muslims so that they remain committed to Islamic values amidst the rapid flow of information and social changes resulting from the development of digital technology. However, the digital era also presents various challenges, such as the spread of invalid information, the crisis of religious authority, and the influence of digital culture that may affect the understanding and internalization of akidah values. Therefore, comprehensive and adaptive Islamic educational strategies are required through strengthening the role of teachers as role models, improving digital literacy, integrating akidah values into the curriculum, and utilizing technology wisely while remaining grounded in Islamic values. As for the recommendations that may be proposed, first, educators are expected to improve their pedagogical competence and digital literacy so that they can effectively internalize akidah values within the learning process. Second, educational institutions need to strengthen curricula based on Islamic values and develop innovative learning methods that are relevant to technological developments. Third, parents and society are expected to play an active role in guiding students in the use of digital technology so that they remain within the framework of Islamic values.

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