

The Role of Islamic Education in Shaping Tolerant and Inclusive Character in the Era of Globalization

Rizal Fathoni¹, Nurul Hudha Khoirul Arifin², Farhan Qomarudin³

¹ UIN Kiai Ageng Muhammad Besari Ponorogo; rizalfathoni2281@gmail.com

² UIN Kiai Ageng Muhammad Besari Ponorogo; nurulhudha210101@gmail.com

³ UIN Kiai Ageng Muhammad Besari Ponorogo; farhandidin@gmail.com

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ABSTRACT

Globalization has a significant impact on the social, cultural, and religious dynamics of society, including the emergence of challenges of intolerance, exclusivism, and identity crises among the younger generation. In this context, Islamic education plays a strategic role in shaping the character of students who are tolerant, inclusive, and able to coexist harmoniously in a multicultural society. This article aims to analyze the role of Islamic education in building a tolerant and inclusive character in the era of globalization. This research uses a qualitative approach through library research by examining various scientific literature, educational policy documents, and relevant research findings related to Islamic education and character formation. The results of the study indicate that Islamic education plays a significant role in instilling the values of religious moderation, such as *tawassut* (balance), *tasāmuh* (tolerance), *ta’ādul* (justice), and *i’tidāl* (proportionality), which form the foundation for developing inclusive attitudes. The integration of these values into the curriculum, dialogic learning methods, and the role models of educators have proven effective in developing awareness of diversity and mutual respect. Thus, Islamic education not only functions as a means of transferring religious knowledge, but also as a strategic instrument in shaping the character of students who are adaptive, open, and oriented towards global peace.

Corresponding Author:

Rizal Fathoni

UIN Kiai Ageng Muhammad Besari Ponorogo; rizalfathoni2281@gmail.com

1. INTRODUCTION

Globalization is a global phenomenon that brings rapid and complex changes to various aspects of human life, including social, cultural, and religious matters. The increasingly open flow of information, advances in digital technology, and the

intensity of cross-cultural and interfaith interactions have created an interconnected global society (Peralta, Ramaciotti, Kertész, & Iñiguez, 2024; Susanto & Syahrudin, 2024). On the one hand, globalization opens up opportunities for intercultural dialogue and the strengthening of universal human values. However, on the other hand, globalization also presents serious challenges in the form of strengthening intolerance, religious exclusivism, and social polarization, especially among the younger generation (Nurhadi, Hadi, I. M., & Suhandano, 2013; Suhantero, Syahrudin, Susanto, & Qomariyah, 2025). In this context, education plays a strategic role as an instrument for character formation and strengthening national and humanitarian values. In fact, various reports and studies show that increased exposure to transnational ideologies, narrow religious narratives, and the use of social media without adequate literacy contribute to the growth of intolerant and discriminatory attitudes (Damayanti, 2023). In Indonesia, as a multicultural and multireligious country, social facts indicate the existence of social tensions triggered by differences in beliefs, ethnicities, and religious views. The phenomena of hate speech, identity-based radicalism, and declining mutual respect indicate that the values of tolerance and inclusivity have not been fully internalized in society (Novita Sari, Ajahari, & Surawan, 2025; Susanto, Rohmah, Hidayanti, & Sugiyar, 2023). This situation demands an active role from educational institutions, particularly Islamic education, in responding constructively to these global challenges.

Islamic education is essentially oriented not only toward mastering the cognitive aspects of religion, but also toward character development (morals) that reflect the values of *rahmatan lil 'alamin* (blessing for the universe). Islamic teachings contain universal principles such as justice, balance, brotherhood, and respect for differences (Surbakti, 2021). However, in practice, Islamic education is often understood in a normative-dogmatic manner and underemphasizes the socio-humanistic dimension. This results in the values of tolerance and inclusivity not being optimally integrated into the learning process, whether at the curriculum, method, or evaluation levels. The main problem faced is the gap between the ideals of Islamic teachings, which uphold tolerance, and the reality of Islamic education implementation in the field. Islamic education still tends to focus on memorization, rituals, and strengthening group identity, while strengthening dialogical attitudes, social empathy, and respect for diversity have not been prioritized. Furthermore, the challenges of globalization, marked by the rapid flow of digital information, are often not balanced by strengthening moderate religious literacy, leaving students vulnerable to the influence of exclusive and intolerant religious understandings (Rahmadi & Hamdan, 2023; Solihin, Hasanah, & Fajrussalam, 2020).

As a solution, it is necessary to strengthen the role of Islamic education, oriented towards developing tolerant and inclusive character through the integration of values of religious moderation. Islamic education needs to be reconstructed to emphasize not only theological aspects but also social and contextual ones. Dialogic, participatory, and contextual learning approaches need to be developed to encourage students to understand Islamic teachings comprehensively and relevant to global realities (Sulaiman, Masrukin, Chusmeru, & Pangestuti, 2016). Furthermore, educators have a central role as role models in demonstrating an open, fair, and respectful attitude towards differences. Several previous studies have discussed the role of Islamic education in character formation, religious moderation, and the prevention of radicalism. However, most of these studies remain partial and focus more on normative-conceptual aspects, without deeply linking them to the context of globalization and contemporary social dynamics (Pamungkas, Moefad, & Purnomo, 2024). The research gap in this research lies in the lack of studies that specifically analyze the role of Islamic education in shaping tolerant and inclusive character as a strategic response to the challenges of globalization. Furthermore, there is limited research that positions Islamic education as an agent of social transformation in a multicultural society.

Based on this background, the purpose of this study is to comprehensively analyze the role of Islamic education in shaping tolerant and inclusive character in the era of globalization. This study also aims to identify core values in Islamic education relevant to strengthening tolerance and inclusivity, as well as to formulate the implications of adaptive Islamic education for global dynamics.

The novelty of this research lies in its attempt to integrate the perspectives of Islamic education, tolerant-inclusive character, and the context of globalization into a single, coherent analytical framework. This research offers a conceptual approach that positions Islamic education not only as a means of transmitting religious values, but also as a strategic instrument in developing moderate, open-minded students, capable of contributing to peace and social harmony at the local and global levels. If desired, I can also adapt this background to the context of Islamic schools, madrasas, or universities.

2. METHODS

This study employed a qualitative approach with a library research approach. This approach was chosen because the research objective focused on conceptual exploration and analysis of the role of Islamic education in shaping tolerant and inclusive character in the era of globalization (Huberman & Jhonny, 2014; Sugiyono,

2016). The research data sources consisted of primary and secondary sources. Primary sources included primary reference books on Islamic education, character education, religious moderation, and globalization. Secondary sources included reputable national and international journal articles, scientific proceedings, education policy documents, and previous research relevant to the research theme. Data collection was conducted through a systematic literature search using relevant keywords, such as Islamic education, tolerance, inclusivity, religious moderation, and globalization. All collected data was classified based on the study's theme and focus to facilitate the analysis process.

The data analysis in this study was conducted using content analysis combined with a descriptive-analytical approach. The analysis stages included data reduction, data presentation, and drawing conclusions critically and systematically (Creswell, Hanson, Plano, Hanson, & Clark, 2007). Data reduction was carried out by sorting information relevant to the research objectives, while data presentation was carried out in the form of a thematic narrative that illustrates the relationship between Islamic education, the formation of tolerant and inclusive character, and the challenges of globalization. Conclusions were drawn by synthesizing various expert views and previous research findings to obtain a comprehensive understanding. Data validity was maintained through source triangulation and consistent analysis of the various literature used. With this method, the study is expected to produce a comprehensive and argumentative conceptual mapping of the strategic role of Islamic education in responding to global challenges while strengthening the tolerant and inclusive character of students..

3. FINDINGS AND DISCUSSION

Findings

Based on an analysis of various relevant literature and studies, this study found that Islamic education plays a strategic role in shaping tolerant and inclusive character amidst the challenges of globalization. The research findings indicate that the effectiveness of Islamic education in fostering tolerance and inclusivity is greatly influenced by the integration of religious moderation values into the curriculum, a dialogical learning approach, and the role models of educators. Furthermore, globalization demands that Islamic education be adaptive to technological developments and social dynamics without losing the fundamental values of Islamic teachings. A summary of the research findings can be seen in the following table.

No	Aspects of Findings	Description of Findings	Implications of Islamic Education
1	Integration of Religious Moderation Values	The values of <i>tawassuṭ</i> , <i>tasāmuḥ</i> , <i>ta'ādul</i> , and <i>i'tidāl</i> are the main foundations in the formation of a tolerant and inclusive character.	The Islamic Education curriculum needs to be designed based on the value of moderation as the main framework
2	Learning Approach	Dialogic and contextual learning is more effective than doctrinal approaches	Teachers are required to develop participatory and reflective methods
3	The Role of Educators	Teacher role models have a significant influence on the internalization of attitudes of tolerance	Teachers become role models for open and inclusive attitudes
4	Response to Globalization	Globalization brings ideological challenges and opportunities for cross-cultural dialogue	Islamic education needs to be adaptive without losing its basic values
5	Impact on Students	Students demonstrate increased empathy, mutual respect, and openness	Islamic education contributes to social harmony

Discussion

Integration of Religious Moderation Values in Islamic Education

The integration of religious moderation values into Islamic education is a strategic foundation for shaping the character of tolerant and inclusive students, especially amidst the complexities of a multicultural global society. Religious moderation in the context of Islamic education is not interpreted as a compromising attitude toward teachings, but rather as a perspective that places Islamic teachings in a proportional, just, and balanced manner in addressing differences. The core values of religious moderation, such as *tawassuṭ* (balance), *tasāmuḥ* (tolerance), *ta'ādul* (justice), and *i'tidāl* (straight and proportional), are relevant basic principles that need to be systematically integrated throughout the entire Islamic education process (Husna & Thohir, 2020). The value of *tawassuṭ* guides Islamic education to take a middle ground between extreme and permissive attitudes. In learning, this value is reflected through the presentation of Islamic material that is neither exclusive nor rigid, but open to differences in schools of thought, views, and religious practices

that develop in society. Students are guided to understand that differences are part of the *sunnatullah* (the law of God) and must be addressed with wisdom. Through this approach, Islamic education plays a crucial role in fostering moderate thinking that encourages dialogue and mutual understanding (Syahrudin & Gunawan, 2025).

Meanwhile, the value of *tasāmuḥ* (compassion) is central to fostering a tolerant attitude. Islamic education that integrates the value of tolerance emphasizes respect not only for religious differences but also for differences in perspective, culture, and social background. This value is internalized through teaching materials that present historical and normative examples of tolerance in Islam, as well as through learning methods that encourage discussion and empathy. Thus, students not only understand the concept of tolerance theoretically but are also able to practice it in everyday social interactions. The values of *ta'ādul* and *i'tidāl* complement the framework of religious moderation in Islamic education by emphasizing the principles of justice and proportionality. Islamic education based on justice teaches students to be objective, non-discriminatory, and uphold humanitarian values. Within the curriculum, these values are reflected in learning objectives that emphasize equality, respect for human rights, and the rejection of all forms of violence and discrimination. Meanwhile, the value of *i'tidāl* guides students to be upright and balanced in understanding religious teachings and social realities, thus avoiding the trap of excessive religious practices (Miseliunaite, Kliziene, & Cibulskas, 2022).

Integrating the values of religious moderation into Islamic education is not sufficient at the conceptual level; it must be realized operationally through the curriculum, learning strategies, and evaluation systems. The Islamic education curriculum needs to be designed with religious moderation as the core value framework, not merely supplementary material. Teaching materials are structured contextually, linking Islamic teachings to global social realities, while learning objectives are directed at developing students' attitudes, knowledge, and social skills. Learning evaluations also measure not only cognitive aspects but also attitudes and behaviors that reflect tolerance and inclusivity.

With this approach, Islamic education serves as a strategic tool for instilling an awareness of diversity that aligns with Islamic values and the demands of global life. Students are equipped with the ability to constructively understand differences, adopt an open attitude, and contribute to creating social harmony. The findings of this discussion confirm that the systematic and comprehensive integration of religious moderation values into Islamic education has proven to be a key factor in developing a tolerant and inclusive character in students in the era of globalization.

Dialogic and Contextual Learning Strategies

Dialogic and contextual learning strategies are relevant and effective pedagogical approaches in Islamic education to foster tolerant and inclusive character in a multicultural society. The findings of this study indicate that learning that positions students as active subjects through dialogue, discussion, and critical reflection is more capable of fostering open attitudes than learning that is one-way, dogmatic, and solely oriented toward knowledge transfer. In the context of globalization, which is rife with differing perspectives and identities, a dialogic approach is an important tool for developing students' critical thinking and empathy (Bensaid & Machouche, 2019). Dialogic learning in Islamic education provides space for students to express opinions, ask questions, and discuss differences in understanding openly and constructively. Through the process of dialogue, students do not merely passively accept religious teachings but are invited to understand their meaning from various perspectives. This fosters a growing awareness that differences in religious and social views are an unavoidable reality and must be addressed with mutual respect. In a dialogic learning environment, the teacher acts as a facilitator who guides discussions in a proportional and moderate manner, rather than as a sole authority who monopolizes the truth.

The contextual approach complements the dialogic strategy by linking Islamic education materials to the realities of students' lives. Contemporary socio-religious issues, such as interfaith tolerance, cultural diversity, radicalism, and the use of social media, serve as relevant and up-to-date learning materials. Through case studies and analysis of social phenomena, students are encouraged to reflect on Islamic teachings in real-life contexts. This process helps them understand that Islamic values, such as justice, compassion, and peace, have direct relevance to the social issues they face daily. Furthermore, dialogic and contextual learning strategies contribute to the development of students' social skills (Han, Kelley, & Knowles, 2021). Through group discussions, collaborative work, and collective reflection, students are trained to listen to others' opinions, manage differences, and present arguments politely and rationally. These skills are crucial in developing a tolerant and inclusive character, as tolerance stems not only from cognitive understanding but also from direct social experiences experienced during the learning process. Thus, Islamic education becomes a social practice space that fosters empathy and mutual respect.

In contrast, one-way and doctrinal learning methods tend to limit the space for dialogue and critical reflection. Students are simply directed to receive and memorize material without the opportunity to understand its context and social

implications. This situation has the potential to create a rigid understanding of religion that is less adaptive to the realities of diversity. The findings of this study confirm that changing learning strategies to be more dialogical and contextual is an urgent need in Islamic education in the era of globalization.

Thus, dialogic and contextual learning strategies have proven effective in bridging Islamic teachings with the social realities of multicultural societies. Islamic education is no longer solely oriented toward mastering religious material, but also toward developing students' attitudes, values, and social skills. The findings of this discussion indicate that the consistent application of dialogic and contextual learning plays a significant role in fostering tolerant, inclusive, and open attitudes in students within Islamic education.

Islamic Education as a Response to the Challenges of Globalization

Islamic education, as a response to the challenges of globalization, occupies a strategic position in maintaining a balance between openness to developments and strengthening Islamic identity. Globalization is characterized by the rapid flow of information, advances in digital technology, and increasingly intense interactions across cultures and religions (Nasution, Pohan, Khairurijal, Nur, & Putriani, 2025). This presents significant opportunities for enriching knowledge and civilizational dialogue, but also carries the risk of the emergence of shallow, extreme, and decontextualized religious understandings. The findings of this study indicate that Islamic education is required to be adaptive and responsive to global change without losing the fundamental values of Islamic teachings. In the context of globalization, Islamic education serves as a value filter that guides students in responding to the diverse information and ideologies that circulate freely. Students are not only exposed to authoritative religious information but also to various religious narratives in digital media that are often provocative and intolerant. Therefore, Islamic education has a responsibility to instill moderate, critical, and balanced religious literacy skills. Moderate religious literacy enables students to understand Islamic teachings comprehensively, not merely textually, and to distinguish between normative teachings and potentially divisive ideological opinions (Ellyda Retpitasaki, 2023).

The wise use of digital media is a crucial part of Islamic education's strategy in responding to globalization. Research findings indicate that digital media cannot be avoided but must be managed educationally. Adaptive Islamic education utilizes digital technology as a learning tool, disseminating the values of moderation, and strengthening tolerant character. Through the integration of digital media into learning, students are trained to access, analyze, and critically evaluate religious

information. This process equips students with the ability to selectively filter information, preventing them from being easily influenced by intolerant and radical ideologies. Furthermore, Islamic education that is responsive to globalization emphasizes the importance of strengthening universal Islamic values relevant to global life, such as peace, justice, humanity, and respect for differences. These values are positioned as an integral part of an inclusive Islamic identity and a blessing for all. With this approach, Islamic education views globalization not merely as a threat but as a space for the actualization of Islamic values on a broader scale. Students are guided to become individuals rooted in religious values while also being able to interact positively in a global society.

The research findings also confirm that Islamic education is not reactive, merely responding to symptoms of intolerance and radicalism after they emerge, but rather proactive through prevention and character building from an early age. Islamic education plays a role in developing critical awareness, openness, and the ability to engage in cross-cultural and interfaith dialogue. This proactive role makes Islamic education an agent of social transformation, contributing to creating harmony and social cohesion amidst global pluralism.

Thus, Islamic education as a response to the challenges of globalization emphasizes the importance of a balance between adaptation and identity. The findings of this discussion indicate that adaptive Islamic education, based on moderate religious literacy, and wise use of digital media, plays a significant role in shaping a generation that is tolerant, inclusive, and critical, ready to contribute positively to global society without losing its Islamic identity.

4. CONCLUSION

Based on the research results and discussion, it can be concluded that Islamic education plays a highly strategic role in shaping tolerant and inclusive character in the era of globalization. The integration of religious moderation values—such as *tawassuṭ*, *tasāmuḥ*, *taʿādul*, and *īʿtidāl*—into the curriculum, learning process, and evaluation has proven to be a key foundation for fostering an attitude of openness and respect for diversity. These values are not merely positioned as normative concepts, but are systematically internalized, thus shaping students' awareness and behavior in a multicultural society. Furthermore, the implementation of dialogic and contextual learning strategies has demonstrated significant effectiveness in developing students' tolerance, empathy, and social skills. Islamic education that adapts to the challenges of globalization, through strengthening moderate religious literacy and the wise use of digital media, can function as a value filter and agent of

social transformation. Thus, Islamic education is not reactive, but rather proactive in preparing a generation with moderate, inclusive character, ready to contribute positively to global society without losing its Islamic identity..

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