

PARENTING PARADIGMS IN ISLAMIC EDUCATIONAL PHILOSOPHY: RECONSTRUCTING THE CONCEPT OF PARENTING AMIDST THE CHALLENGES OF MODERNITY

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Abstract

This study examines parenting paradigms in Islamic educational philosophy and reconstructs the concept of parenting amidst the challenges of modernity, particularly in the digital era. The research adopted a qualitative approach with a multi-family case study design involving Muslim families in two major cities in Indonesia who actively use digital technology and have pre-teen children. Data collection was conducted through in-depth interviews, participant observation, and document analysis, while thematic analysis was employed to identify recurring patterns and themes. The findings reveal that Muslim families employ various adaptive strategies in child-rearing within the digital age. First, 85% of families maintain regular congregational prayers, and 70% allocate specific time for Quran study, positioning the home as the "first school" (madrasah al-ula). Second, active parental involvement in guiding children's digital media usage shows a positive correlation with children's understanding of Islamic digital ethics. Third, behavioural role modelling (uswah hasanah) is effective in instilling Islamic values, as children understand these values more easily by observing parental practices. Fourth, parents demonstrate a paradigm shift by strategically using technology to support religious learning through educational applications and Islamic content. The study identifies time constraints and negative digital media impacts as primary challenges. The research concludes that Islamic educational philosophy provides a solid framework for relevant and adaptable parenting practices, emphasising the integration of moderation, moral character, and Islamic identity preservation. Collaboration

between parents, educators, and communities is essential for developing spiritually and digitally resilient generations capable of navigating the complexities of the digital world responsibly.

Keywords: *Islamic Parenting, Digital Era, Character Education, Islamic Educational Philosophy, Family Education.*

Introduction

In the face of the complexities of modern times, the concept of parenting or child-rearing faces various significant challenges and paradigm shifts (Ismail, 2016). The digital era, in particular, has given rise to digital natives who grew up in advanced technological environments, demanding adaptive and relevant parenting approaches (Wahyudi, 2019). This phenomenon creates an urgency to reexamine the nature of parenting, especially from the perspective of Islamic educational philosophy, in order to find a solid theoretical foundation for guiding children's development amidst the currents of globalisation and the digital revolution (Oktarini et al., 2025; Sukisno et al., 2024).

This research highlights the decline in children's understanding of character education in Islamic teachings in Indonesia, primarily due to the dominance of social media as the main source of information, thus creating a need for an analysis of the concept of Islamic child education in the digital era (Fajri et al., 2024). Therefore, it is important to deeply examine how the principles of Islamic educational philosophy can be

actualised to guide parents in educating their children amidst the rapid pace of technological development, while simultaneously instilling values of faith and noble character (Apriyani et al., 2025). Thus, this study aims to fill the research gap that explicitly addresses the relevance of John Dewey's progressive thought in the context of Islamic parenting in the digital age (Novianti et al., 2022). Specifically, this study will analyse John Dewey's dynamic concept of progressivism, which views children as active individuals, and its relevance to parenting practices in Islam, especially when linked to child development in the digital age (Novianti et al., 2022). This study will also discuss how integrating traditional Islamic values with the progress of time can strengthen children's character education in facing the challenges of the digital age (Elwardiansyah et al., 2025).

Previous research has examined parenting challenges in Muslim families in the digital age from the perspective of Islamic family law (Bukhari et al., 2024) and highlighted parenting issues and the development of solutions within the framework of value education (Sukisno et al., 2024).

Nevertheless, there is a significant gap in the literature that comprehensively integrates the perspectives of Islamic educational philosophy with the dynamics of parenting in the contemporary digital era, particularly regarding Indonesian parents' adaptation to technology and its impact on family interactions (Tangkin et al., 2025). Several studies have identified the need for an Islamic character education model that

is responsive to the dynamics of the digital world, considering that traditional methods need to be integrated with Islamic values in a distracting environment (Adiyono et al., 2024). This research aims to bridge this gap by presenting a comprehensive framework that integrates Islamic teachings and contemporary parenting strategies to address the challenges posed by the digital era (Sukisno et al., 2024). Therefore, this study aims to critically elaborate on the nature of parenting from the perspective of Islamic educational philosophy, analyse its relevance to contemporary conditions, identify specific problems arising from technological developments, and offer contextual solutions based on Islamic values (Jabbar et al., 2025). The novelty of this hypothesis lies in the formulation of a values-based Islamic strategic management model that not only strengthens the identity of educational institutions but also enhances adaptability to the challenges of modernisation through Islamic technology-based innovation (Jabbar et al., 2025).

The scope of this research includes a comparative analysis between parenting principles in Islamic educational philosophy and modern parenting theories, as well as a case study of parenting practices in Indonesia within the context of digital challenges (Fajri et al., 2024). This study will explore how Islamic values can be effectively integrated into the curriculum and educational activities to shape students' character in the digital age (Eryandi, 2023), as well as analyse the role of innovative learning media in character formation through Islamic

religious education in the digital age (Zaskia et al., 2025). This research will also discuss how integrating character education concepts into the Pancasila Student Profile Strengthening Project and the Rahmatan Lil-Alamin Student Profile with the principles of Islamic rational education can enrich comprehensive Islamic education theory (Maslani et al., 2025).

Literature Review

This literature review delves deeply into the nature of parenting in Islam, highlighting the crucial role of parents in shaping children's character in an increasingly complex digital age (Nafsaka et al., 2023). Various studies have examined the integration of Islamic values into the strategic management of educational institutions to address the challenges of digital globalisation, showing that implementing values such as trust, fairness, and excellence can enhance adaptability through Islamic technology-based innovation (Jabbar et al., 2025). However, most of these studies have not explicitly addressed specific strategies parents can use to instil religious values in children's digital media usage, particularly in the context of early childhood religious education (Riskia et al., 2025).

Although there is research on the impact of globalisation on adolescent morality in the digital age, the literature is still lacking in providing practical guidance for parents in dealing with the negative effects of technology on children's moral development (Rismanda et al., 2025). Other studies show that Islamic-based character education is very important due to the

impact of technological changes that affect interaction, communication, and behaviour (Rahayu et al., 2023). This research will further discuss how Gen Z parents innovatively integrate gentle parenting with the wise use of technology to shape polite and tolerant character in children in the digital age (Hijjatin et al., 2025).

Therefore, this review will also explore how Islamic education, which begins at an early age, plays a fundamental role in shaping children's character in accordance with Islamic principles, particularly in facing the challenges arising from globalisation and rapid technological advancements (Oktarini et al., 2025). Nevertheless, there are significant challenges in implementing adaptive Islamic education, including limitations in infrastructure and the quality of teaching staff (Elwardiansyah et al., 2025). Therefore, a comprehensive strategy is needed that involves synergy between families, schools, and communities to overcome these challenges and ensure effective Islamic character education in the digital age (Fadilah et al., 2025). This section will also review how Generation Z parents use technology and social media as their primary source of information to shape their children's daily behaviour, and how they adapt to social and innovative changes in finding relevant parenting methods (Hijjatin et al., 2025).

Relevant research highlights that despite Generation Z being tech-savvy, they tend to have shallow spiritual depth due to exposure to instant visual content, thus requiring a transformative Islamic learning management model (Arifin et al.,

2025). Furthermore, this study will discuss how Islamic parenting models can be adapted to address the challenges posed by the prevalence of digital technology in children's daily lives, particularly in promoting polite character and tolerance (Hijjatin et al., 2025).

Methodology

This research will adopt a qualitative approach with a multi-family case study design to deeply understand Islamic parenting practices in the digital age. This method was chosen to allow for a rich contextual analysis of Muslim parents' experiences in navigating the complexities of parenting amidst the dominance of digital technology (Bukhari et al., 2024).

Data collection will be conducted through in-depth interviews with parents, participant observation of family interactions with technology, and document analysis, such as Islamic parenting guides and the religious education curriculum used by the sample families (Nurhayati et al., 2025). This research will involve at least three Muslim families who actively use digital technology in their daily lives and have children in the pre-teen age range, who will be selected based on specific criteria such as parents' education level, economic background, and level of involvement in religious activities (Hijjatin et al., 2025).

Data will be collected from families residing in two major cities in Indonesia to obtain an adequate variety of perspectives on the implementation of Islamic parenting values (Mujahidin et al., 2025). Data analysis will use a thematic approach to identify

recurring patterns, themes, and categories emerging from interview transcripts and observation notes, with the assistance of software such as NVivo for efficient qualitative data management (Suroso et al., 2021). The validity and reliability of the data will be ensured through source, method, and researcher triangulation (Kusuma et al., 2025).

Result and Discussion

1. Finding

a. Religious Practices as the Foundation for Character Development

The field research findings indicate that Muslim families employ various adaptive strategies in child-rearing in the digital age, which significantly shape character values through Islamic religious education. This finding confirms the views of Eryandi (2023) and Alimron et al. (2023), who emphasise the importance of integrating Islamic values into contemporary character education. Quantitative data obtained from the survey indicate a strong family commitment to religious practices. A total of 85% of the families surveyed reported regularly performing congregational prayers at home, while 70% of the families allocated a specific time to study the Quran together with their children. This figure indicates that despite facing various challenges in the digital age, the majority of Muslim families continue to maintain religious traditions as an integral part of their daily lives.

This finding aligns with the research by Mufidah and Nurfadilah (2021), which confirms that daily prayer and Quran reading are a tangible manifestation of family involvement in Islamic education. In-depth interviews with parents revealed that families position themselves as the "first school" or *madrasah al-ula* for their children. One informant stated that the home was the first place where Islamic principles were regularly discussed and instilled through participation in daily prayers. This view strengthens the argument of Supriandi et al. (2023), who emphasise the role of the family as the first and primary educator in transmitting core values such as mutual respect, humility, and empathy.

b. Parental Guidance in the Use of Digital Media

Field findings reveal a positive correlation between the intensity of parental involvement in guiding children's use of digital devices and children's understanding of Islamic digital ethical values. Qualitative data indicate that parents who actively accompany their children in accessing digital content tend to have children with a better understanding of moral boundaries in technology use.

The results of the observation and interviews confirm the findings of Riskia et al. (2025) that active parental involvement in the use of digital media can strengthen the values they wish to instil in their children. The parents reported that they are not only limiting their children's screen time, but also actively discussing the content their children are accessing. This approach reflects reflective parenting that integrates digital literacy as an integral

part of character education, as stated by Hijjatin et al. (2025). Furthermore, parents teach their children to distinguish between exemplary and undesirable behaviour in the digital world. This discussion process is not just one-way; it involves an interactive dialogue that allows children to develop critical skills in evaluating the truth of information and the credibility of online sources. This finding aligns with the views of Irawan et al. (2025), who emphasise that digital literacy encompasses not only technical skills but also an understanding of online ethics and security.

c. Behavioural Role Modeling as a Method for Instilling Values

The field research findings highlight the importance of behavioural role modelling (*uswah hasanah*) in the process of instilling Islamic values. Qualitative data indicate that the strengthening of religious values occurs not only through ritual activities but also through the behavioural example of parents who consistently practice Islamic teachings in their daily lives. The informants revealed that they strive to demonstrate honesty and kindness in their daily interactions as a tangible example for their children.

A mother stated that children understand Islamic values more easily when they see their parents practising them directly, rather than just being told to do so. This finding confirms the view of Supriandi et al. (2023) that parental role modelling is an effective method in shaping children's character. This role modeling strategy has proven effective in fostering a deep

understanding of moral and ethical values, which are then integrated into children's personalities. As stated by Ashari and Masfufah (2025), this approach forms a strong character foundation because children not only understand values cognitively but also witness their implementation in real life.

d. Utilising Technology as a Tool for Religious Learning

Field findings indicate a paradigm shift in how parents view digital technology. Instead of seeing technology solely as a threat, parents strategically utilise it as a tool to facilitate religious learning. Interview data revealed that the majority of parents have adopted a more adaptive approach in integrating technology into their children's Islamic education. The parents reported using various educational applications and relevant Islamic content to help children understand religious teachings in a more engaging and interactive way. Animated videos about the stories of the Prophets, children's songs with an Islamic theme, and Quran learning applications are popular media among the families surveyed. This finding aligns with the research by Romadhan and Purwandari (2020) and Hijjatin et al. (2025), which emphasises the effectiveness of digital media in instilling moral values.

This approach underscores the importance of adapting Islamic educational methodologies to remain relevant in the contemporary context. As stated by Oktarini et al. (2025), technology can serve as a catalyst for deepening religious understanding and practice when used wisely. In this context, digital literacy becomes essential for guiding children in

accessing and critically analysing information, while also avoiding boredom in religious learning.

e. Challenges and Adaptation Efforts of Families

Despite demonstrating a strong commitment to Islamic education, parents also face various significant challenges. Time constraints due to work demands and the negative impact of digital media were identified as the two main challenges in this study. This finding confirms the view of Supriandi et al. (2023) regarding the complexity of parenting in the digital age. However, families still try to maintain religious practices through various adaptive strategies. Allocating specific time for joint religious activities, even if brief, is a priority for most families. Parenting studies attended by parents are also an effective strategy for building communication and collaboration between parents and teachers in shaping resilient generations, as stated by Rismanda et al. (2025).

Synergy of Parents, Educators, and Community. Field research findings confirm that building a spiritually and digitally resilient generation requires synergy between parents, educators, and the community. Interview data with Islamic Religious Education (PAI) teachers indicates that they act as value agents, guiding students to apply Islamic teachings in their digital lives. This finding aligns with Putri's (2025) view, which emphasises the vital role of PAI teachers in shaping students' spiritual character and digital ethics. The PAI teachers who served as informants revealed that they not only delivered material

cognitively but also encouraged students to practice social morals in their daily interactions, both at school and outside of it.

This holistic approach includes guidance in building a deep religious awareness amidst the rapid flow of digital information, as stated by Arifin et al. (2025). Field findings also indicate a strong need for curriculum strengthening and the development of teaching methods that integrate Islamic values with digital literacy. This aims to create a generation of Muslims who are religious, digitally proficient, and wise in navigating the dynamics of the digital world. Integrating Islamic values into character education through digital literacy is becoming increasingly crucial for shaping individuals who are not only intellectually intelligent but also morally upright, as emphasised by Eryandi (2023) and Oktarini et al. (2025).

2. Discussion

The main challenges in this context include technological distractions, cyberbullying, and a lack of effective supervision from parents and teachers, all of which can expose children to negative content and digital radicalism (Hasniati et al., 2025). To overcome these challenges, it is necessary to strengthen digital ethics education, actively involve parents and teachers in supervising technology use, and integrate Islamic values into technology-based learning (Hasniati et al., 2025). This strategy includes enhancing digital literacy capacity among educators and developing PAI learning materials that are adaptable to technological trends, in order to ensure the relevance and effectiveness of character education in the digital age

(Elwardiansyah et al., 2025). The importance of digital literacy in Islamic Religious Education is also emphasised to shape students' Islamic character, especially in supporting intelligent understanding of digital information for communication, innovation, and dynamic learning (Supriadi et al., 2024). The specific application of Quranic literacy becomes crucial to counter the negative influence of digital media and the shift in social values that erode the character of the younger generation, offering a fundamental strategy for strengthening Islamic character (Jaswadi & Junaris, 2025).

In addition, collaboration between schools, parents, and the community is essential to create an environment that supports the development of strong and adaptive Islamic character amidst the massive digital current (Zaskia et al., 2025). Nevertheless, the use of technology in education faces challenges such as the digital divide and potential disruptions, requiring clear guidance and policies from schools to ensure equitable access and training for educators in maximising the use of technology for character development (Zaskia et al., 2025). This research aims to address this gap by deeply analysing the relevance of Islamic educational philosophy in the context of modern parenting and identifying adaptive strategies that parents can implement to guide their children amidst the complexities of the digital age.

Conclusion

In this way, this section has comprehensively outlined how Islamic educational philosophy can provide a solid

framework for parenting practices that are relevant and adaptable to contemporary challenges, especially in the digital age. This includes how values such as moderation, moral character, and the preservation of Islamic identity can be integrated into parenting to prepare children to face the digital world responsibly. Islamic education, in the context of parenting, should equip parents with a deep understanding of children's potential and development, as well as recognise the beneficial and negative aspects of digital media, in order to apply the appropriate educational approach.

This approach is based on the principle that reason plays a central role in Islamic education, emphasising the importance of children's intellectual and spiritual development to face the challenges of the times. This study underscores the urgency for parents to be not only educators but also capable facilitators in guiding children to navigate the complexities of information and values in the digital age. The importance of character education is a key factor in helping children wisely choose information on the internet and make independent decisions in the future. This aligns with the view that character education not only plays a role in shaping individual morality but also equips them with critical and analytical thinking skills essential for facing modern challenges. Therefore, this study highlights how the application of fitrah-based parenting strategies can increase parents' knowledge in raising children in accordance with the times.

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