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When Religion Meets Technology: Strategies of Adaptation for Students in the Digital Era

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Abstract

This research aims to explore students' strategies for understanding Islam in digital media, with implementation having a positive influence if used well. Through qualitative analysis,researchers used direct interview methods with several sources to analyze how students understand Islam through the digital era. The results of this research provide knowledge about the relationship between students,religion, and the digital era, which can provide a good perspective that can develop more positive influences in this digital era. Studying Islam through technology can provide students with more understanding. Thus,these results can be a basis for the important role of students in combining Islam and the digital era.

Keywords: *Digital Technology, Islam, Student.*

Introduction

In the 21st century, digital technology plays a essential role in human life in carrying out daily activities. The modernization of technology in Islam is a challenge and an opportunity for students to face Islam in the digital era. Adis (2002) The digital era is when information is easily and quickly obtained and disseminated using digital technology. Meanwhile, digital technology is the technology that uses a computerized system that is connected to the internet.

Technology comes from the Greek language, namely Technologia, according to the Webster's Dictionary, which means systematic treatment or handling something systematically, while techne, as the basis of the word technology, means skill or expertise, skill, and knowledge. According to Roger in Fatah (2008),technology is a design or design for an action tool that reduces uncertainty with the causal relationship in achieving a desired

result. Jacques Ellul in Muntaqo (2017) defines technology as a whole method that rationally leads and has the characteristic of being efficient in every human activity.

Digitization is the process of converting information from analog form to digital form. In a business context, digitalization refers to using digital technology to update or change business operations to make them more efficient and effective. Gartner (2014) digitalization is the use of digital technology to change businesses and their operating models to take advantage of the new opportunities offered by these technologies. Meanwhile, according to Westerman et al., (2014) digitalization is the use of digital technology to change business operations, making them more efficient, effective, and responsive to market changes.

This essay will address how students are adapting to the growing impact of religion in the face of the digital world. In the digital age, this is a significant issue with student conduct that can have both positive and negative effects.

Some people believe that the existence of technology poses a threat to customs pertaining to religion. Others, on the other hand, may find that technology strengthens religious bonds and fosters understanding of religion.

In this context, students play an essential role as a link between religion and technology. They have the opportunity to develop intelligent and creative strategies to face these challenges. From increasing digital literacy to using online platforms for religious studies, students have access to a wide range of resources that can help them strengthen their depth and understanding of religion in the digital age.

The research data obtained are the role of digital technology, strategic steps, challenges of the digital era, and opportunities in the digital era. The previous study only focused on broadly discussing the topic. Therefore,this study will examine the strategic adaptation of students, conflicts, and tensions of religious values, and how to overcome or balance the needs of technology and religious values in student life. Previous research is (Islamic Education Strategies in the Digital Era:Opportunities and Challenges by Fauzan Ismael1, Supratman2).

Based on the above background,this study aims to fill in the shortcomings of previous studies that only focus on discussing broadly. This research needs to be studied because of the success of character formation in students who use technology as a reference in implementing student behavior in good religious traits.

Methods

Qualitative research methods are approaches used to understand phenomena in depth by collecting and analyzing non-numerical data. This study mainly focuses on the interpretation, understanding, and context of the data collected. This research uses a qualitative approach to explore individual experiences dealing with student adaptation strategies in the digital era by involving religion in every activity.

This research method involves in-depth interviews with four respondents purposively selected based on inclusion criteria relevant to the research topic. Through this approach,this research aims to explore a more profound understanding of student adaptation strategies in the digital era by involving religion in every activity.

Result and Discussion

The anticipated outcome of this study is to offer a more profound comprehension of the obstacles and prospects associated with Islamic adaptation tactics employed by students in the digital age.

A. Definition of Technology and the Digital Era

In academic discourse, technology is commonly defined as the systematic application of scientific knowledge, skills, and techniques to address practical problems and support human activities. Oxford Languages defines technology as "the application of scientific knowledge for practical purposes, especially in industry," emphasizing its instrumental role in enhancing human capacity to manage and transform the environment (McDowell, 2023).

A new, highly electronically connected landscape has been brought about by the digital age. The internet, cellphones, and other digital gadgets have ingrained themselves into daily life. They are altering our job, education, communication, and even our religious beliefs. Modern technology innovation keeps moving forward quickly, bringing with it fresh approaches that streamline and expedite a range of human endeavors. Every element of life has been impacted by technology, from worship applications to online learning platforms, resulting in a digitally connected world.

In light of this, it is essential that the general public, particularly students, have a thorough awareness of how the digital revolution will affect every aspect of their life, including their religious beliefs. Pupils need to be able to identify the advantages and disadvantages of using technology in a religious setting. In order to utilize

technology responsibly and uphold their religious beliefs in the constantly evolving digital landscape, individuals must acquire a high level of digital literacy.

The digital era refers to a contemporary historical phase characterized by the pervasive integration of digital technologies particularly computers, the internet, and mobile devices into nearly all dimensions of social life. (Dijk, 2017) conceptualizes this condition as the "network society," wherein social structures, institutions, and interactions are increasingly organized through digitally mediated networks. In this context, information emerges as a central resource, while connectivity becomes a defining feature of modern society.

For students, the digital era profoundly shapes learning behaviors, identity formation, and value orientation. The availability of unlimited information, virtual communities, and digital learning platforms presents both opportunities and challenges. While digital technologies enhance efficiency, accessibility, and innovation in learning, they also raise critical concerns related to ethical conduct, information credibility, and the decline of reflective and critical thinking. Therefore, an academic understanding of the digital era necessitates a critical and balanced perspective that integrates technological advancement with humanistic and moral considerations.

Students must also take the initiative to design suitable solutions for addressing the opportunities and problems presented by this digital age. By creating online platforms or applications that help religious communities or by incorporating religious principles into everyday technology use, they can use their technological expertise and knowledge to promote their religious activities in innovative ways. As a result, students can act as change agents to ensure that religion is relevant and sustainable in the digital age.

B. The Role of Religion in the Daily Life of Students in the Digital Era

Even though students actively use technology in their daily lives, religion continues to play a significant role in their lives. religion continues to play a significant role in shaping students' values, attitudes, and daily behaviors, even amid the rapid expansion of digital technology. Religion functions not only as a belief system but also as a moral and ethical framework that guides students in interpreting social realities and making responsible decisions. According to Riana (2024), religion serves as a source of collective values that regulate individual behavior and strengthen social

cohesion. This function remains relevant in the digital era, where students are increasingly exposed to diverse information, norms, and lifestyles through digital platforms.

Numerous students adhere to religious principles and put them into practice in different spheres of their lives. Some students find that religion offers them firm moral principles that support them in making decisions and overcoming obstacles in this globalized society. Religious values provide pupils with a strong foundation for adhering to the ideals of kindness and truth despite the many diversions and temptations present in the digital age.

It can be difficult for students to successfully integrate technology and faith in their daily lives. Religious leaders have more opportunities to share their da'wah with the public in the digital age because to social media and streaming services. This gives students the chance to engage with their religious lessons via a variety of digital platforms, enhancing their comprehension and application of religious principles in their online lives.

In the digital age, religion serves the additional purpose of serving as a constant reminder of the moral and spiritual principles that must be followed. Religious teachings can help pupils make moral decisions and steer clear of evil when they are faced with temptations and hardships in the open digital world. Religion offers students a solid ethical basis that supports them in upholding morality and integrity in all of their online interactions and activities.

Moreover, religion contributes to students' psychological well-being and identity formation in the digital era. The constant connectivity and information overload characteristic of digital life often generate stress, anxiety, and identity confusion among students. Bano et al. (2025), argues that religion functions as a coping mechanism, enabling individuals to find meaning, resilience, and emotional stability in challenging circumstances. Religious practices such as prayer, reflection, and communal worship whether conducted offline or mediated through digital platforms provide students with a sense of continuity, purpose, and spiritual balance.

The role of religion also includes restricting actions that go against religious precepts. Religion can serve as a filter to assist kids identify content or activities that have detrimental characteristics in an age when knowledge is readily available and diversified. In this digital age, students can protect themselves against pressures and temptations that undermine their morals and spirituality by staying true to their

religious principles. Therefore, religion's function in helping students navigate the complexities of the rapidly changing digital world is still relevant and essential.

C. Student Adaptation Strategies to Integrate Religion and Technology in Daily Life

In the digital era, students are required to continuously adapt to rapid technological developments while maintaining religious values as a moral foundation in daily life. Adaptation, in this context, refers to students' capacity to negotiate, integrate, and harmonize religious principles with technological practices in a constructive manner. Caetano (2025) argues that individuals in late modern societies must engage in reflexive processes to manage changes brought about by technological and social transformations. For students, this reflexivity becomes essential in aligning religious commitments with digital engagement.

One primary adaptation strategy is the integrative use of technology for religious learning and practice. Digital platforms such as online lectures, religious applications, and virtual study groups enable students to access religious knowledge more flexibly and interactively. Campbell (2013) emphasizes that digital technology has reshaped religious practice by creating new spaces for religious communication and learning. Through this strategy, students do not abandon religious traditions; rather, they reinterpret and sustain them within digital environments, thereby ensuring continuity between faith and technological progress.

Students have taken up a variety of adaption techniques to incorporate technology and religion into their life in the wake of the constantly changing digital environment. Utilizing the many digital tools available to support their worship habits is one of the key tactics. They use a digital Quran to read and study holy scriptures more effectively and practically, and a prayer schedule application to help them remember the proper times for prayer. Students can enhance their everyday religious activities by employing this technology.

Students also interact with their religious communities and post religious content on social media. They share information on sermons, religious events, and quotes from the Bible on social media sites like Facebook, Instagram, and Twitter. This gives them the ability to remain a part of their religious community even when they are geographically apart and serves as motivation and assistance for other members of the group.

Making sensible use of the information on the internet is one efficient adaptation technique. Pupils acquire the ability to sort through data and select reliable sources that align with their religious beliefs. They utilize the internet to research religion more deeply and to find the answers to their questions. Students can use the internet to its fullest potential as an information resource while upholding their religious principles in this way.

Students take precautions to lessen the negative effects of utilizing technology as part of their adaptation strategy. One way to demonstrate this would be to abide by their religion's precepts, which forbid viewing damaging or pornographic material online. Students can protect themselves from negative influences and uphold spiritual integrity in their digital lives by abiding by the moral precepts and ethics of their own religions. Thus, this adaption technique enables students to make sensible use of modern improvements while maintaining a strong connection to their religion.

D. Conflict or Tension Between Religious Values and the Use of Technology in Student Life

Technology can undoubtedly cause conflict or tension between religious principles and technology use, even though it offers many conveniences. This tension emerges primarily from differences between the ethical and moral principles promoted by religion and the patterns of behavior encouraged by unrestricted digital technology. According to (Srite & Karahanna, 2006), technology is not a neutral instrument; it carries implicit values that can reshape cultural norms, ways of thinking, and human behavior. For students, this condition creates a complex situation in which religious commitments must continuously negotiate with the logic of digital efficiency, speed, and instant gratification.

One instance is overindulging in internet use, which can conflict with one's religious beliefs. Too much time spent on social media or gaming might distract students from their studies, which can mean less time for worship or other religious pursuits. Internal conflicts between spiritual requirements and the inclination to interact with the digital world may result from this.

Furthermore, there is a chance that offensive material on the internet will clash with religious principles. Pupils who are exposed to violent or pornographic material that goes against their religious education may have internal conflict over the consistency of their moral beliefs and what they encounter on the internet. For

instance, if a student actively pursues Islamic education and comes across material that transgresses Islamic ideals of dignity and purity, he may find himself in a difficult moral position.

Conflicts in the usage of technology can also result from differences in the opinions of students about religious values. The proliferation of false information and hoaxes on social media frequently makes it more difficult to comprehend religious teachings. Pupils who are swayed by false information or inclinations may vehemently maintain their views even when they run counter to the actual principles of their religion. Tensions between classmates and even within their own religious communities may result from this.

One prominent source of tension lies in the challenge of maintaining moral discipline and self-control in digital environments. Many religious traditions emphasize values such as moderation, reflection, and moral restraint, whereas digital culture often promotes constant connectivity, consumption, and entertainment. Vogel & Rose (2016) notes that excessive engagement with digital media can lead to reduced self-reflection and weakened interpersonal relationships. For students, this dynamic may conflict with religious teachings that encourage contemplation, ethical awareness, and meaningful social interaction.

Furthermore, ethical dilemmas related to digital behavior also illustrate the tension between religion and technology. For instance, when pupils would rather play with technology than attend to their religious duties, there may be conflicts between them and religion. For instance, a student who is overly dependent on their devices can decline to answer the call to prayer in a mosque or take part in family religious events because he would rather be online. This may lead to disputes between the students and their parents as well as strain in their ties to their respective religions.

Despite the tensions that may arise between religion and technology, it is important to emphasize that such conflict is not inherently destructive; rather, it can function as a catalyst for critical reflection and moral development among students. An awareness of this tension enables students to engage more consciously with digital technologies while maintaining their moral and spiritual orientation. In this regard, religious education in schools constitutes a strategic arena for nation building, as it contributes to the holistic development of individuals who are not only physically and spiritually healthy, but also responsible, independent, disciplined, ethically grounded, and resilient (Muid & Mustofa, 2023). Adequate religious education fosters noble

character, strong personal identity, and perseverance, all of which are essential for preparing students to navigate the complexities and moral challenges of digital life in a manner that supports both personal integrity and social responsibility.

E. How Students Overcome or Balance Between Technology Needs and Religious Values in Daily Life

In the digital era, students are increasingly required to balance their dependence on technology with the preservation of religious values that guide their moral and spiritual lives. This balancing process is not merely technical but deeply reflective, involving conscious efforts to align technological practices with ethical and religious principles. Students have created a number of useful solutions to strike a balance between the demands of technology and religious principles. According to Anugrah & Sanusi (2025), Digital media allows Muslims to connect, share knowledge, and exchange religious experiences with Muslims from other parts of the world. Science engagement and technology have also opened up opportunities for interaction and collaboration between Muslims from different countries. Limiting excessive technology use and practicing self-discipline in time management and online activities are two of them. In the middle of the bustling technological world, students prioritize time for prayer and religious activities because they understand how important it is to maintain a balance between the digital world and their religious practices.

Students also start to pick digital information more carefully now, making sure it aligns with their religious beliefs. They actively filter information and steer clear of anything that goes against the precepts of their faith in addition to passively consuming it. Students make sure that their technology use does not conflict with or undermine their religious beliefs as a result.

Above all, students try to use religion as their main source of guidance when using technology. They realize that technology should be a tool to support their religious practices rather than a substitute for religion in their life. Students can escape the temptations and traps that frequently present in online and run counter to spiritual teachings by making religion the primary pillar. Students who use technology, such as social media or other digital platforms, can assist in planning religious activities. They plan timetables, distribute information, and host religious gatherings and lectures online. They may plan religious events and manage their time more effectively with technology without compromising its busyness.

One key way students overcome potential conflict is by exercising selective and purposeful use of technology. Rather than engaging in unrestricted or excessive digital consumption, students prioritize technological tools that support academic productivity, communication, and personal development. According to Sanusi et al, (2020) schools are one of the subsystems of national education that are required to produce quality human resources. Meaningful engagement with digital technology depends on users' ability to critically shape how and why technology is used, rather than passively accepting its influence. When guided by religious values such as moderation, responsibility, and self-discipline, students are better positioned to regulate their digital habits in everyday life. Moreover (Wohlwend & Lewis, 2011). Another important strategy involves integrating religious practices into daily technological routines. Digital applications for worship, online religious study circles, and access to credible religious content enable students to maintain spiritual continuity amid technological engagement. Campbell (2013) notes that digital media have enabled new forms of religious expression and practice without necessarily undermining religious authenticity. Through such integration, technology becomes a supportive medium for religious life rather than a competing force.

Students also balance technology and religious values through the internalization of ethical principles that inform digital behavior. Religious teachings emphasizing honesty, respect, and accountability serve as moral guidelines in navigating online interactions, academic work, and social media participation. Murphy (2017) argues that religion provides a comprehensive meaning system that influences behavior across diverse contexts. As a result, students who internalize religious ethics are more capable of maintaining consistency between their online conduct and their moral convictions.

To maintain balance, students employ a combination of personal, communal, and institutional strategies. Strengthening digital religious literacy helps them distinguish between authentic and misleading religious content online (Campbell & Evolvi, 2020). Universities can also play a role by providing prayer facilities, pastoral care, and guidelines for ethical technology use (International Journal of Education, 2024). Offline rituals remain essential to anchor religious identity, while technology is framed as an instrument to enhance not replace spiritual practice. As Dolcos et al. (2021) emphasize, "*Religious coping strategies provide resilience and reduce distress*", showing that faith remains a stabilizing force even within the dynamic

landscape of digital life. Ultimately, balancing technology and religious values requires conscious negotiation, critical literacy, and supportive communities.

Conclusion

For pupils, a combination of technology and religious principles is crucial in the rapidly changing digital age. Particularly in the context of Islam, this research offers a clearer knowledge of the opportunities and difficulties facing student adaption techniques in the digital age. By using social media to spread religious content or digital tools for prayer, students use technology to deepen their religious practices. However, there may be a conflict between using technology and religious principles. For example, there may be tension between religious rituals and internet time. Students create adaption techniques to get around this, include setting limits on technology use, selecting digital information carefully, and elevating religion to the top of the list of rules when it comes to technology use. Students can so continue to strike a healthy balance between

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