

**MODERNIZATION OF ISLAMIC EDUCATION BASED ON LEARN  
FROM ANYWHERE TO BUILD THE CHARACTER OF STUDENTS IN  
THE DIGITAL ERA**

Windi Ivariana Novelia

*Universitas Negeri Semarang*

*windiivariananovelia@gmail.com*

**ABSTRAK**

Artikel ini bertujuan untuk menambah pengetahuan dan memperbaharui cara pandang kepada peserta didik di era digital ini dalam membangun karakter melalui modernisasi pendidikan islam sebagai salah satu pendidikan yang merupakan tonggak kemajuan bangsa berbasiskan *Learn from Anywhere*. Metode penelitian ini menggunakan metode penelitian kepustakaan *library research*. Hasil dari pembahasan artikel ini diharapkan dapat memberikan muatan-muatan modernisasi pendidikan Islam dalam membangun karakter peserta didik di era digital yang mana akan menghasilkan beberapa bahasan, yaitu (1) urgensi pendidikan Islam di era digital, (2) Modernisasi Pendidikan, (3) pendidikan islam dalam membangun karakter, (4) *Learn from Anywhere* dalam membangun karakter melalui pendidikan islam. Era digital yang semakin canggih membawa berbagai teknologi mulai masuk kedalam ruang lingkup pendidikan. Masuknya digitalisasi di dunia pendidikan membawa dampak positif dan negatif. Dampak positif diantaranya membantu dalam hal memudahkan proses pembelajaran peserta didik, namun tak sedikit pula munculnya tayangan-tayangan yang tidak senonoh yang membawa pengaruh negatif kepada peserta didik jika tidak selektif. Diperlukan sebuah pondasi dalam mencegah adanya kerusakan moral akibat semakin mudahnya akses masyarakat termasuk peserta didik dalam mengoperasikan media sosial atau teknologi. Salah satu media yang dapat dimanfaatkan yaitu melalui media YouTube. Berdasarkan databoks tahun 2022 sebanyak 94% orang Indonesia berusia 16-64 tahun mengonsumsi YouTube dalam satu bulan. Banyak sekali konten-konten yang bisa memberikan *character building* melalui penguatan pendidikan Islami. Dengan adanya media tersebut, dapat dikembangkan sebuah prinsip belajar dapat dilakukan dimana saja.

**Kata kunci** : Karakter, *Learn from Anywhere*, Modernisasi, Pendidikan Islam

### **ABSTRACT**

*This article aims to improve knowledge and give a new perspective toward students in this digital era in building character through the modernization of Islamic education as an education which is a milestone in the nation's progress based on Learn from Anywhere. This research method uses library research methods library research. The results of the discussion of this article are expected to provide the contents of the modernization of Islamic education in building the character of students in the digital era which will result in several discussions, namely (1) the urgency of Islamic education in the digital era, (2 Education Modernization), (3) education Islam in building character, (4) Learn From Anywhere in building character through Islamic education. The increasingly sophisticated digital era has brought various technologies into the scope of education. The entry of digitalization in the world of education has both positive and negative impacts. The positive impacts include helping in terms of facilitating the learning process of students, but not a few also appear indecent shows that have a negative influence on students if they are not selective. A foundation is needed to prevent moral damage due to easier access for the community, including students, in operating social media or technology. One of the media that can be used is YouTube. Based on the 2022 databox, 94% of Indonesians aged 16-64 years consume YouTube in one month. There are so many contents that can provide character building through strengthening Islamic education. With this media, it is possible to develop a principle of learning that can be done anywhere.*

**Keywords :** *Character, Learn from Anywhere, Modernization, Islamic Education*

## INTRODUCTION

Indonesia is one of the countries with the largest population of internet users in the world. According to the We Are Social report, there were 204.7 million internet users as of January 2022. This number has increased by 1.03% compared to the previous year. This increase in internet users will also be in line with the increase in the level of digitalization of society, where the current digital era has become a necessity for the community. The digital age helps in building sustainable socio-economic relationships both with technology and with advanced knowledge assisted by technology (Triyanto, 2020).

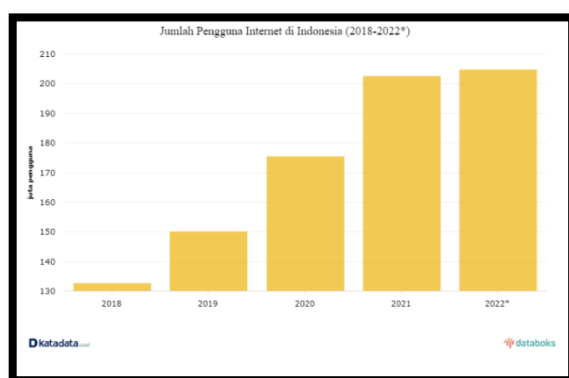


Figure 1. The Number of Internet Users in Indonesia

Over the time, the digital era will have impact on various fields,

including the field of education. The use of rapidly developing and advancing information technologies in education gives the opportunity to create new learning environments (Ayse Alkan, 2019). The field of education is an institution that has a regular structure or regulation in which it contains subjects that must be mastered by students, one of which is Islamic religious education. One of the conscious and planned efforts in preparing students to recognize, understand, believe, be pious, have noble character, practice the teachings of Islam from the main source of the holy book al-Quran and al-Hadith, through guidance, teaching, training activities, and the use of experience. Islamic education is basically an educational process that is comprehensive and structured which leads to training and shaping the personality of students both individually and in society based on Islamic teachings.

Islamic education is closely related to moral education or morality Karimah. One of the main pillars that become the pride of Muslims is the construction of education that provides knowledge

and forms attitudes, personality, and behavioural skills to become the basic capital of a Muslim in living life. The formation of this personality cannot be separated, it has even become the ideal of education. However, the ideals of education to be able to instill Karimah's moral personality is one of the challenges for the world of education in the midst of the development of technology in today's digital era. The negative impact felt by the presence of technology makes people, especially parents, teachers, guardians of students feel worried about students. The level of public consumption of social media contributed 191 million people in 2022, an increase of 12.35% compared to 2021, which was 170 million people. YouTube social media reached 139 million people equivalent to 50% of the total population during 2022, followed by Facebook users reaching 129.9 million, Instagram, amounting to 99.15 million people or equivalent to 35.7% of the total population. Various moral problems are increasingly accessible as the number of social media users progresses,

such as problems in society including fraud, corruption, and rape cases, spiritual problems such as not feeling guilty for immoral acts committed, as well as social problems such as conflicts that lead to racial intolerance. which are often found in social media content.

Solving this problem requires religion, morals, and spirituality because the target of Islamic education is aimed at shaping the behavior or moral values of Karimah. In addition, with digital developments, students must also follow existing developments, while still being guided by the Islamic education being taught. In this case, every human being who cannot keep up with the pace of development will be left behind and eventually find it difficult to keep up with the times. It is necessary to modernize Islamic education as an effort to create a modern Islamic civilization with relevant learning according to the needs of students. One of them is by implementing learning anywhere or Learn from Anywhere. Learning character education by utilizing technology in the digital era, one of which is YouTube which presents a

variety of interesting content and based on the exposure to the data above, it is also stated that YouTube is the prima donna of the Indonesian people.

The methodology used by the author is a library research method with a qualitative approach. The data collection technique used is through the data source used from the library or documentary, namely reviewing data sources consisting of literature related to the theme of Islamic education in the digital era. Using Miles and Huberman model data analysis which is divided into two stages. First, analysis during data collection to better capture the essence of the research focus. Second, analyzing the data that has been collected in the form of raw data that must be determined by the relationship with each other.

## **DISCUSSION**

### **Education Modernization**

The word "education" in English is equivalent to the word "Education" which is etymologically absorbed from the Latin "Eductum". Etymologically education is a process of development within the

individual. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have control, personality, intelligence, noble character, and skills. (Aspi, 2022).

The position of Islamic religious education as a subject taught in schools is an effort to convey Islamic religious knowledge. Learning is not only understood and lived, but also practiced in everyday life. For example, the ability of students to carry out ablution, prayer, and other worship that has a relationship with Allah SWT. Not only related to behavior or actions with Allah SWT, relationships with fellow human beings also need to be practiced, for example students doing zakat, sadaqah, buying and selling and others that include worship. Islamic education is not enough just to be known and absorbed, but better can also be implemented in everyday life.

Islamic education needs to reform in today's digital era. Changes in the vision and mission to be more effective in shaping the noble

personality of the students. New concepts and innovations are needed to reform Islamic education. In addition, the factors that must be considered in this update are divided into two factors. First, internal factors, namely the vision and mission, direction of goals, and management of Islamic education personnel. Second, external factors are about the influence of outside culture, namely globalization to modernization which has damaged the character and moral development of students.

Education is considered as a continuous process in life. In other words, education can also mean all activities of a person's development in various environments that last throughout his life and relate to other dimensions. Basically, every human being wants a change from certain circumstances to a more advanced direction with the aim of achieving a more advanced life. The desire for change is what becomes the forum for a modernization process (Matondang, 2019).

According to Everett M. Rogers, modernization is the process of changing individuals from a

traditional way of life to a more complex life, towards technological advances and is a rapid change in the way of life. This technological progress is a shared urgency, which will also have an impact on one area of life, namely Islamic education as the pillar of the development of character education based on the Koran and al-Hadith.

Modernization of education is one of the efforts to improve oneself with the needs and demands of society and lead to future renewal with technological sophistication. People who do not accept modernity will be eroded by the times. Likewise, students in carrying out character development learning through Islamic education become a big vehicle that will continue to run towards the future.

Modernization of education as a means of adding knowledge, skills, values, and certain attitudes, should be directed to: (1) increase the conformity of a person or society towards values, ideals, or development programs; (2) increase the sensitivity of a person or a society to the challenges, problems, personal needs, environment and

nation that are constantly changing and developing; (3) increase the ability to solve the challenges of personal and community life problems according to the conditions faced; (4) develop attitudes that are suitable for the demands of life and life now and in the future (Djafziah, 1991).

### **The Urgency of Islamic Education in Character Development**

Education is an activity that aims to prepare students to become people who have a positive contribution to society. Through science, it provides provisions to solve the problems of everyday life, remembering that science is a science that finds questions about the what, why, and how of natural phenomena related to the composition and nature, changes and dynamics of nature. Physics is considered a difficult program for students from high school to university as well as for adults in graduate education (Dwi Agus Kurniawan, 2019). Physics is considered as a difficult concentration which causes students to have a bad attitude towards

mathematics physics subjects. It takes a positive attitude in creating an effective learning base. Where a person's positivity in learning activities will foster motivation and enthusiasm for learning, with a good attitude students will be able to improve their achievements and learning goals will be achieved optimally (Jufrida Jufrida, 2019). Not only in science education which emphasizes attitude and character, in Islamic education it is also necessary to have a positive character.

Similar research by Muhammad Raponi in 2021 discussing Islamic education in Iran, where the Iranian state is a model or example of motivation for the development of Islamic education. Iran is one of the Islamic countries that has the ability to survive until it becomes advanced in the midst of a turbulent crush. Islamic education in Iran is progressing rapidly because the Iranian education system is adapted to the principles of Islam which is based on the Koran, Islamic traditions, and the constitution of the Islamic republic as the basis for formulating educational goals and objectives.

Islamic education is one of the foundations for students in developing character through the teachings given. Character is psychological, moral, or character traits that distinguish a person from others. Character can also be understood as a character or character. Thus, a person with character is a person who has character, has a personality, or has character (KBBI).

The Law of the Republic of Indonesia Number 20 of 2003 concerning SISDIKNAS contained in CHAPTER 1 Article 1 point four, it is explained that students are members of the community who try to develop their potential through learning processes that are available at certain paths, levels, and types of education. Therefore, in the process of developing the self-potential of students and assisting in every process they go through, a strong guide or pillar is needed in developing the existing potential. Islamic education as character development is one of the efforts in developing students.

### **Learn From Anywhere as a Character Learning Method**

Recently in Indonesia, there has been a lot of news about the Government discussing the State Civil Apparatus (ASN) being able to work from anywhere or Work from Anywhere (WFA). This proposal was submitted after the experience during the Covid-19 pandemic which was considered successful by the government. According to the Public Relations Bureau, Law and Cooperation with the State Civil Service Agency (BKN) for the implementation of the Work from Office (WFO)- Work From Home (WFH) work system during the Covid-19 pandemic shows that ASN and the community being served have proven to be quite adaptive. (Dewi, BKN Wacanakan ASN Bisa Work From Anywhere, Netizen Protes, 2022).

The discourse on the policy of implementing WFA by Minister of Finance of the Republic of Indonesia, Sri Mulyani still raises pros and cons in the community, especially ASN, assuming that later implementing the WFA policy will make ASN work productivity less



than optimal. There are many challenges that will be faced if the WFA is implemented, the first is the leadership challenge which is still found in the conventional ASN mindset, meaning that the way of working still adheres to the old system by having all employees present in the office. Second, geographical challenges. A total of 9,113 blank spot areas are in the 3T (Lagged, Outermost, and Frontier) areas. Third, the challenge of the public's lack of trust, which assumes that if WFA is later implemented, it will make it more unproductive and disrupt public services by ASN (Amrynudin, 2022).

However, the case is different if what is applied is Learning From Anywhere. By learning anywhere, students have no limits to continue to hone and explore their potential. In addition, with the application of the LFA, which was inspired by the idea of a policy for the application of WFA, the authors initiated the application of the LFA to be very effective and efficient and able to be accepted by the general public, especially students.

Along with the development of an increasingly sophisticated era, where students are required to be able to operate existing technology. Thus, it seems inevitable for education to include technologies digital with content and from within their content (Tunc, 2017). Other than as a learning media, technology can also be a means to learn about character. Seeing a variety of content on social media, makes students indirectly also learn about good and bad things. Thus, it will shape the character of students.

Learning is not only done in one place, but can be anywhere. The application of Learning From Anywhere is an innovation for students in learning through various existing platforms or social media, one of which is through the social media YouTube. YouTube is one of the social media that offers interesting and fun content. The social media that ranks first on the platform most visited by the Indonesian people is YouTube, which is 21.42% as of April 2022 with the third position in the world with 127 million YouTube users. (Mahmudan, 2022).

## CONCLUSION

Learn From Anywhere is a program, where students can develop character anywhere. Not limited by space and time. Modernization is one of the efforts for self-improvement with the needs and demands of society and leads to future renewal with technological sophistication. Communities or students who do not keep up with technological developments will experience stagnation and can even be said to be left behind with the others. With increasingly sophisticated technology, it is possible that the impacts will also complement, both positive and even negative impacts. The negative impact, if students are not able to refrain from bad things, they will fall into negative things. Therefore, it is necessary to have a pillar of religion, namely Islamic education as learning that prioritizes morality which forms a human personality. Islamic education is able to develop character through the activities taught. In addition to the negative impacts that are minimized by strengthening Islamic education learning, there are also positive

impacts of technological developments in the digital era. The learning of students, especially Islamic education, becomes more flexible. Students have indirectly transformed their minds through increasingly advanced social media. Learn From Anywhere is one of the solutions for developing the character of students in learning Islamic education in the digital era.

## REFEENCES

- Amrynudin, A. D. (2022). Work From Anywhere (WFA) Policy Discourse for ASN. Research Center Expertise Board of the Republic of Indonesia Vol. XIV, No. 10 , 1-5.
- Aspi, M. (2022). Teacher Professionals in Facing the Challenges of the Development of Educational Technology. *Journal of Education* Vol. 2 No.1, 64-73.
- Ayse Alkan, H. M. (2019). Teacher candidates' state of using digital educational games. *International Journal of Evaluation and Research in Education (IJERE)* Vol.8, No.2 , 344-350.

- Dwi Agus Kurniawan, A. D. (2019). Students' attitude towards natural sciences. *International Journal of Evaluation and Research in Education (IJERE)* Vol.8 No.3 , 455-460.
- Dewi, S. (2022, May 14). BKN Announces ASN Can Work From Anywhere, Netizens Protest. Retrieved June 2, 2022, from idntimes.com:  
<https://www.idntimes.com/news/indonesia/santi-dewi/bkn-wacanakan-asn-bisa-work-from-anywhere-netizen-protes>
- Djafziah. (1991). Understanding the Role of Education in the Modernization Process. *Journal of Educational Horizon* Vol.1 Number 1 .
- DataIndonesia.id. 2022. Social Media Users in Indonesia Reach 191 million in 2022. URL. <https://dataindonesia.id/digital/detail/user-media-social-di-indonesia-reach-191-juta-pada-2022>. Accessed on June 2, 2022 at 10:00 WIB
- Jufrida Jufrida, W. K. (2019). Students' attitude and motivation in mathematical physics. *International Journal of Evaluation and Research in Education (IJERE)* Vol 8, No.3 , 401-408.
- Katadata.com. 2022. There are 2047 million Internet Users in Indonesia Early 2022. URL. <https://databoks.katadata.co.id/datapublish/2022/03/23/ada-2047-juta-user-internet-di-indonesia-awal-2022>. Accessed on June 3, 2022 at 19:55 WIB
- Mahmudan, A. (2022, May 10). Indonesia's Third Largest Youtube User in the World in 2022. Retrieved June 2, 2022, from DataIndonesia.id: <https://dataindonesia.id/Digital/detail/user-youtube-indonesia-terbesar-third-di-dunia-pada-2022>
- Matondang. (2019). The Impact of Modernization on People's Social Life. *UISU Journal of Research and Community Service* Vol 8 Number 2, 188-194.
- SuaraSurabaya.net. 2022. Work From Anywhere Contemporary

Work Concepts That Need Various Adjustments. URLs.

[https://www.voicesurabaya.net/kelompokota/2022/work-from-anywhere-concept-kerja-kekinian-yang-need-dalam-cepatan/](https://www.voicesurabaya.net/kelompokakota/2022/work-from-anywhere-concept-kerja-kekinian-yang-need-dalam-cepatan/). Accessed on June 3, 2022 at 10:58 WIB

Triyanto. (2020). Opportunities and Challenges of Character Education in the Digital Age. *Civics Journal: Citizenship Studies Media* Vol.17 No. 2 , 175-184.

Tunc, O. A. (2017). Material Development Based on Digital Storytelling Activities and Assessment of Students' Views. *International Journal of Evaluation and Research in Education (IJERE)* Vol.6 No.1 , 54-63.