

DIGITAL LEARNING INNOVATION BASED ON ISLAMIC VALUES FOR DEVELOPING SOCIAL STUDIES EDUCATION PRE-SERVICE TEACHER COMPETENCE: A CONCEPTUAL STUDY

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ABSTRACT

The rapid growth of digital technology has significantly impacted upon education and it also transformed the learning habits of pre-service teachers studying social studies. education Islamic learning on the other side emphasizes to integrate religious, moral and humanistic ethical values in teaching learning process. This research investigates how digital learning innovations can be used to integrate Islamic teachings into the pedagogical, professional, social and personal competencies of future social study education teachers. The study employed library research with conceptional design where different source of literature obtained from research articles and previous studies on digital learning and Islamic based education. Data analysis was used content analysis. The findings indicate that the incorporation of Islamic values in digital learning not only improves pre-service teachers' pedagogical and technological skills, but also strengthens their spiritual identity and professional ethics. This study gives attention to the importance of value-laden digital learning in order to have well-prepared and ethical social studies education teachers prepared for an ever-changing digital world.

Keywords: digital learning innovation; Islamic values; social studies education pre-service teachers; teacher competencies

INTRODUCTION

Digital technology induction has had implications in all areas of life especially education. The process has shifted the mode of learning from its conventional to technology based, flexibly interactive and in tandem with modern education trends (Cosa & Torelli, 2024). For pre-service social studies education teachers, proficiency in using digital technology is now an essential requirement. They are expected to go beyond mastering subject matter by also cultivating pedagogical expertise and digital literacy, enabling them to design learning experience that align with the needs of 21st century. However, the rapid development of educational technology also has its issues: under the spurt of digitalization. Humanistic and spiritual values important elements for shaping the moral and professional nature of a teacher (Fathurroham et al., 2025). Islamic education is instrumental in developing spiritual values and ethics and humanistic value as well. It stresses that education should not be meant for cognitive and technological ends alone, but a process toward the creation of persons with deep moral principles.

Previous studies showed that the inclusion of Islamic values in a technology-based learning environment is able to improve character formation and professional ethics in pre-service teachers. For instance, Adinda et al. indicated that the promotion of e-learning is necessary for keeping the spirit of students and transmitting Islam's fundamental lessons especially moral values to their minds properly (Adinda et al., 2024). Likewise, Syukri et al. noted that the use of digital technology, when accompanied by a religious approach, may enhance both affective and ethical aspects in learning (Syukri et al., 2025).

Alongside studies into Religious Education, there is further research within Social Studies that has considered the transformative possibilities of digital learning. The integration of digital media into Social Studies classes support critical thinking, cooperation and place-based knowledge was also mentioned by Hendrik (2025). Halim and Halim (2024) observed that the use of interactive learning platforms such as Google Sites enhanced students' engagement and digital literacy, whereby Social Studies instruction consequently became more participatory and inquiry based. Furthermore, Sulistriyaniva et al. (2024) found that comic digital-based learning in Social Studies promotes the development of social empathy and civility by way of value orientation instruction. These studies suggest that the use of technology in Social Studies is not only beneficial for an effective teaching but also promotes civic and moral development.

This study has several specific unique contributions, making it different from previous studies that focused on technology in Islamic education or other generic learning contexts. First, the target population for this study is Social Studies trainee teachers who have seldom been discussed in terms of assimilating digital innovations through Islamic literacies. Secondly, it uses an overarching conceptual framework which identifies how digital learning innovations through the lens of Islamic values can support four significant domains of teacher competency such as pedagogical, professional, social and personal. Third, it reshapes the Islamic value function by putting them as ethics and spirituality of digital learning innovation, no longer see them only as an addition to the process of learning.

The purpose of the study is to report and analyse how digital learning innovations can be integrated in conjunction with Islamic values to enhance pedagogical, professional, social and personal competencies towards student teachers taking social studies education major. As a conceptual study, it does not involve the collection of empirical data; instead, it analyses and synthesizes existing literature to construct a theoretical framework that illustrates the potential

of Islamic value-based digital learning innovations in shaping teacher competencies during this period of digital transformation in education.

METHOD

A library research has been used in this study, to develop knowledge regarding the topic, diverse concepts, theories and findings of past have been reviewed. The research process was aimed at collecting information from various library sources including reading, recording and analyzing materials that were related to the research problem (Sari & Asmendri, 2020).

The primary data used in this work was obtained from written sources like scientific articles journals and other related documents. A search of the literature was performed in different academic databases, such as Google Scholar. The researcher used the keywords “digital learning innovation”, “Islamic values” and ”teacher competency” to search for a variety of related references in this stage. Every article was read and analyzed in detail to be deemed pertinent for the focuses of research. Then, the selected sources were classified according to various themes, covering digital learning innovation with Islamic values; the implementation of Islamic values during learning process and competences required by prospective social studies teachers education in the digital age. This entire procedure was then synthesized and expanded to yield a complete view on integrating digital learning innovation with Islamic values for the improvement of competencies in future social studies teachers.

In this study, the data analysis used was content analysis, a process to recognize and interpret important themes from the written material reviewed (Pratama et al., 2021). Through this technique, the researcher analyzed the thought that appears from literature that related to innovation in digital learning in relation to Islamic values as well as competency formation in prospective social studies teachers. The analysis findings were reported in a conceptual description of how Islamic values can be addressed through digital learning innovations, and subsequently help foster the development of professional competencies in prospective social studies education teachers.

RESULT AND DISCUSSION

Integration of Digital Learning Innovation in Social Studies Education

The development of digital technology has fundamentally changed the field of education, including Social Studies. The shift from traditional to technology-based learning systems requires Social Studies pre-service teachers to adapt (Kurniawan et al., 2025). Not only subject content, they should acquire pedagogical, professional, social and personal skills

that address the demands of 21st century. It is in this context that digital learning innovation becomes important for training future teachers of Social Studies.

In the conceptualisation of digital learning in Social Studies, it is not merely a case of transferring existing materials to online format (technologising) rather it involves changing the conceptions of how social knowledge is valued, created and taken on by learners (Saleem et al., 2022). Digital technologies allow for more interactive, collaborative and contextual learning through multiple media such as social simulations, digital maps, infographics or web-based collaboration environments integrated in e-learning systems. Therefore, technology is not a tool but part of and as matter of fact, together with predominant factor innovative pedagogical design for Social Studies pre-Service teachers.

Previous studies have shown how technology enhances the learning of social studies education. Hendrik (2025) discovered that using digital media in social studies education learning encourages critical thinking, collaboration and situational comprehension of social issues. Specifically, Halim and Halim .(2024) have pointed out that the use of platforms such as Google Sites promotes digital literacy, learning engagement, and reflective skills in pre-service Social Studies teachers. Furthermore, Sulistriyaniva et al. .(2024) stressed that value-based digital comics can develop students' social empathy and civic consciousness. These studies highlight the possibility of digital technology innovations in Social Studies education for nurturing thinking skills and ethical values.

However, a literature-based review suggests that many digital learning technologies are mostly designed to foster cognitive/technological skills and fail to consider the humanistic/spiritual aspects which constitute the teachers' characters. Therefore, there seems to be a disconnect between technological progress and the moral and ethical demands of education. This is consistent with Jupri et al (2025) that explain a focused attention on the integration of spiritual values in digital learning has not been given much priority in Indonesia teacher education.

In the field of the study of social studies teaching this gap is particularly relevant, as it refers to a discipline whose educational intervention includes social, humanistic and civic values. Thus, innovation in digital learning for social studies education needs to consider a broader perspective. The digital technology must to be used critically and self reflectively, in order to inculcate the social values and ethical which align with the country's educational objectives as well Islamic law (Juhairiah et al., 2024). Through this way of using technology, pre-service social studies education teachers will internalize content and develop an awareness

of technology as they become educator-scholars of the highest moral and philosophical character.

In addition, e-learning provides pre-service social studies education teachers with opportunities to foster cross-cultural collaboration skills, global thinking and empathy for modern day social problems like inequity, climate change and cultural pluralism. Therefore, Islamic-based digital learning innovation as a medium of education is not just the transfer of knowledge but also for human social capabilities in the value space and others.

Conceptual analysis indicates that the use of digital technology together with value processes enriches social studies education as a subject which develops character and not as one which transmits social knowledge. Thus, social studies education teacher preparation should deliberately strive to build a moral contextual and value sensitive digital learning environment that can generate professionally minded teachers with an authentic educational heart.

Islamic Values as Ethical and Spiritual Foundations in Digital Learning Innovation

Islam Education is not only to impart knowledge, but also to make the person who learns it faithful, virtuous and beneficial to others. Core Islamic values, such as honesty (*ṣidq*), responsibility (*amānah*), discipline (*istiqāmah*), decency, and social cooperation (*ta'āwun*) are core values of Islam that can be used as a basis for character education of teachers (Firdaus & Suwendi, 2025). In digital learning contexts, it is crucial to integrate these values to ensure that technology does not alienate learners from humanity and spirituality.

Adinda et al. (2024) emphasized that developing e-learning platforms based on Islamic values enhances student motivation while strengthening their spiritual awareness. Similarly, Syukri et al. (2025) found that combining digital technology with a religious approach reinforces the moral and affective dimensions of pre-service teacher education. Fowler and Musgrave (2024) also demonstrated that incorporating spiritual values into digital learning promotes academic discipline and responsibility among university students.

For social studies education pre-service teachers, integrating Islamic values into digital learning innovations provides an ethical foundation that guides their professional and social behavior. The value of *amānah* encourages responsible and honest use of technology (Hariyanto et al., 2025); *istiqāmah* fosters discipline in managing time and tasks; and *ta'āwun* promotes collaboration in online learning environments. Through these values, digital learning transforms from merely a space for knowledge acquisition to a medium for character development and enhancement of social competence.

There are three main approaches to integrating Islamic values into digital learning innovations for social studies education pre-service teachers:

1. Integrative Approach

This involves connecting Islamic values to Social Studies themes such as social justice, sustainability, and solidarity (Mutiani et al., 2025). For instance, in discussions of social inequality, pre-service teachers may emphasize Islamic principles such as justice (*‘adl*) and social compassion (*ukhuwwah insāniyyah*).

2. Applicative Approach

This approach emphasizes the direct integration of Islamic values into digital learning activities, such as upholding ethical standards in online communication, ensuring academic honesty in assignments, and demonstrating responsibility when utilizing digital resources. (Luthfiyani et al., 2025).

3. Reflective Approach

This encourages pre-service teachers to engage in spiritual introspection regarding their digital learning practices, ensuring that technological innovations remain grounded in Islamic principles that guide educators' moral conduct.

Applying these three approaches is believed to strengthen four core competencies of social studies education pre-service teachers:

1. Pedagogical Competence - Achieved through designing value-oriented digital learning experiences.
2. Professional Competence - Developed by utilizing technology creatively and ethically.
3. Social Competence - Enhanced through participation in collaborative activities that foster empathy and social responsibility.
4. Personal Competence - Cultivated through moral integrity and spiritual awareness (Amaliah et al., 2024).

Drawing upon the discussion above, incorporating Islamic values in digital learning furnishes a moral footing for pre-service teachers in the current culture of rapid digitisation. Technology is utilitarian logic-based, and Islamic values are more human-spirit oriented, which gives rise to a more holistic humanizing spirit-intellective-emotional development. In social studies education, this infusion sets up the creation of teachers who are adept technically, but also sound morally and decent socially as the embodiment of Islamic mission call *rahmatan lil-‘ālamīn* (thy mercy on all universe).

However, it is important to note that this study is primarily conceptual and relies on secondary data without empirical validation. In addition, teacher education program regarding culture, norms and institution can affect the applicability of the framework. Outcomes based on experimental research are necessary to identify the influence of a presumed model on pre-service teachers' personality and competence in subsequent research

CONCLUSION

The rapid development of digital technology, particularly in education, necessitates that prospective teacher acquire digital literacy skills grounded in strong moral and spiritual principles. The integration of Islamic values into digital learning is essential for cultivating professional educators who are confident, possess strong character, demonstrate reflective practice, and exhibit social responsibility. The application of human-oriented technology guided by Islamic ethical principles, including *sidq* (honesty), *amanah* (trustworthiness), *adab* (respect), and *ta'āwun* (cooperation), supports this objective. This approach integrates the pedagogical, professional, personal, and social dimensions of teaching, achieving a balance between technological literacy and ethical existentiality. Further empirical research is recommended to advance this field.

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