



Islamic Digital Parental Mediation and Children's Willingness to Learn Religion: A Contemporary Islamic Psychology Perspective

Saimun^{1*}, Hanafi²

Universitas Islam Negeri Mataram, Indonesia

*saimunhanafi@uinmataram.ac.id

Received: July 2025; September 2025; December 2025

DOI: <http://doi.org/10.33852/jurnalin.v9i4.699>

Abstract:

The development of digital technology presents both challenges and opportunities in children's religious education, particularly regarding the role of parents as mediators of Islamic values. This study aims to analyse the role of parents' Islamic digital mediation in shaping children's willingness to learn about religion and to contribute conceptually to the development of adaptive Islamic parenting patterns in the digital age. The method used is a Systematic Literature Review (SLR) that examines 30 peer-reviewed articles published between 2015 and 2025, obtained from Google Scholar, Scopus, and DOAJ. The analysis was conducted through systematic synthesis to integrate findings on digital mediation, the psychological mechanisms underlying Muslim children's development, and factors that support and hinder religious learning. The results of the study indicate that restrictive, active, and co-viewing mediation patterns that align with the values of *tarbiyah*, *ta'dib*, and *uswah hasanah* play a significant role in increasing children's motivation, understanding of worship, character, and religious identity. The implication is that Islamic digital parenting should be positioned as an educational and preventive strategy to support children's psychological and spiritual development in the digital age.

Key Words: Islamic Digital Mediation; Parental Care; Willingness to Learn Religion; Contemporary Islamic Psychology

Abstrak:

Perkembangan teknologi digital menghadirkan tantangan sekaligus peluang dalam pembelajaran agama anak, khususnya terkait peran orang tua sebagai mediator nilai-nilai Islam. Penelitian ini bertujuan menganalisis peran mediasi digital Islami orang tua terhadap kemauan belajar agama anak serta memberikan kontribusi konseptual bagi pengembangan pola pengasuhan Islami yang adaptif di era digital. Metode yang digunakan adalah *Systematic Literature Review* (SLR) dengan menelaah 30 artikel *peer-reviewed* terbitan 2015–2025 yang diperoleh dari Google Scholar, Scopus, dan DOAJ. Analisis dilakukan melalui sintesis sistematis untuk mengintegrasikan temuan terkait bentuk mediasi digital, mekanisme psikologis anak Muslim, serta faktor pendukung dan penghambat pembelajaran agama. Hasil kajian menunjukkan bahwa pola mediasi *restrictive*, *active*, dan *co-viewing* yang selaras dengan nilai *tarbiyah*, *ta'dib*, dan *uswah hasanah* berperan signifikan dalam meningkatkan motivasi, pemahaman ibadah, karakter, dan identitas keagamaan anak. Implikasinya, pengasuhan digital Islami perlu

diposisikan sebagai strategi edukatif dan preventif dalam mendukung perkembangan psikologis dan spiritual anak di era digital.

Kata Kunci: Mediasi Digital Islami; Pengasuhan Orang Tua; Kemauan Belajar Agama; Psikologi Islam Kontemporer

INTRODUCTION

The massive digital transformation has affected almost all aspects of Muslim family life, including children's parenting and religious education patterns (Rani, 2023). The presence of digital media presents opportunities as well as challenges in the process of instilling Islamic values (Estuningtiyas, 2025). In this context, Islamic digital mediation for parents is understood as a conscious strategy of parents in directing children's digital media use to be in harmony with Islamic teachings, both through content selection, mentoring, and internalization of religious values. Contemporary Islamic psychology views the role of parents not only as behavioral supervisors, but as spiritual educators who are responsible for guiding children's spiritual development in the midst of the flow of digitalization (Mufarrikoh, 2024).

Children's willingness to learn religion is a psychological aspect that reflects the internal drive to understand and practice Islamic teachings consciously (Musriaparto, 2022). In the perspective of Islamic psychology, the motivation for learning religion does not stand alone on the cognitive aspect, but is the result of the interaction between the intellect, soul, and heart (Chabib et al., 2025). The classical Islamic thought pioneered by Al-Ghazali emphasizes that an effective educational process is an education that is able to touch the inner dimension so as to give birth to sincere awareness and will. In the modern context, digital media can be a meaningful means of religious learning if directed with the right values and goals (Agnesia et al., 2025).

Contemporary Islamic psychology then seeks to respond to this reality with an integrative approach that links technology, family, and spirituality (Irmayanti, 2023). The use of digital media without guidance can weaken children's interest in religious learning and cause confusion about values. On the contrary, Islamic digital mediation can function as an instrument of soul development (*tazkiyah*) that is relevant to the development of the times (Sumaia Almajri et al., 2025). The thinking of modern Muslim psychologists such as Malik Badri emphasizes that a psychological approach based on monotheism is indispensable to face the psychological challenges of Muslim society in the modern era, including in the use of digital technology (Akbar & Latipah, 2025).

A number of previous studies have discussed a lot related to the digital Islamic mediation of parents on children's willingness to learn religion, such as Adelia, (2024) showing that active parental involvement has a positive correlation with children's motivation and learning attitudes. Masud et al. (2025) show that parents face various challenges in guiding children, such as exposure to negative content, *cyberbullying*, social media addiction, and declining

children's interest in religious learning. To overcome these challenges, parents need to implement effective strategies, such as setting an example, familiarizing children with Islamic worship and morals, using technology wisely, and conducting continuous supervision and guidance. Maulana Ahmad et al. (2024) explained that parental mediation in the use of digital media generally concludes that consistent mentoring can help children develop a more directed and responsible learning attitude. However, most of the research still focused on general academic achievement or control of digital behavior, without highlighting the religious dimension in depth.

Another study focusing on Islamic religious education in the family Mukti et al. (2025) emphasized the importance of example and habituation as the foundation for the formation of children's religious attitudes. However, the approach still tends to be conventional and has not fully accommodated the new reality of digital media as an alternative learning space for today's children. In addition, Nuralimah et al. (2025) explained that in the field of Islamic psychology, there has been a lot of discussion about religious motivation, spiritual development, and the formation of Islamic character in children. However, these studies have generally not explicitly integrated the concept of parental digital mediation as an important variable affecting children's willingness to learn religion in the context of modern digital life. Rahmawati & Nur, (2025) emphasized the need for adequate digital literacy and family support policies to ensure responsive parenting, which contributes to the well-being of children and families in the modern era.

Based on this description, it can be concluded that there are still limitations in research that specifically examine the relationship between parents' Islamic digital mediation and children's willingness to learn from a religious perspective, from a contemporary Islamic psychological perspective. Therefore, this study aims to analyze the role of Islamic digital mediation of parents on children's religious willingness to learn, as well as make a conceptual contribution to the development of relevant and adaptive Islamic parenting patterns in the digital era.

RESEARCH METHOD

This study uses the Systematic Literature Review (SLR) method to systematically examine the role of parents' Islamic digital mediation on children's religious learning willingness in the perspective of contemporary Islamic psychology. The literature search is conducted across reputable academic databases, namely Google Scholar, Scopus, and DOAJ, with a publication range of 2015–2025 (Azwar, 2023). The keywords used include *Islamic parenting*, *parental digital mediation*, *religious learning motivation*, and *Islamic psychology*. The inclusion criteria include *peer-reviewed* scientific articles that discuss parenting in an Islamic context, children's use of digital media, and its implications for religious learning. Through the stages of systematic identification, screening, and

feasibility assessment, 30 relevant scientific articles were identified for analysis.

Data analysis in this study was carried out using a systematic synthesis method: grouping, comparing, and integrating the main findings of the selected articles based on the variables and key themes of the research. The synthesis process focuses on the forms of Islamic digital mediation by parents, the psychological mechanisms of Muslim children in religious learning, and the supporting and inhibiting factors of religious learning in the digital era. The reliability of the study results is maintained through the consistent application of the SLR protocol, documentation of the article selection process, and cross-tracing of literature sources, so that this study is expected to produce a comprehensive conceptual and evidence-based mapping related to Islamic digital parenting in the perspective of contemporary Islamic psychology.

RESULTS AND DISCUSSION

Forms of Islamic Digital Mediation for Parents in Religious Learning

Islamic digital mediation by parents in religious learning takes various forms and levels of involvement, with real effects on children's understanding and practice of religious values. Amiliya et al. (2023) show that parental assistance in the use of digital media through the use of Islamic learning applications, educational video content, and online-based religious interaction contributes positively to improving children's learning motivation and quality of understanding of worship practices. The role of parents is not only supervisory, but also includes example in religious behavior, providing structured direction, and creating a learning climate that supports the internalization of Islamic values, thereby strengthening the formation of children's religious identity (Zainuddin & Siti Nurhidayatul Hasanah, 2022). In addition, the application of Islamic psychoeducation is an important strategy in helping parents face the challenges of the digital space, especially in instilling an attitude of media responsibility, spiritual values, and children's learning independence (Ritonga, 2022). Overall, this comprehensive and integrated approach confirms that the active involvement of parents in Islamic digital mediation plays a strategic role in optimizing religious learning and building children's religious foundations in the digital age.

In the context of Islamic religious learning in the digital era, the pattern of Islamic digital mediation of parents can be understood through three main approaches, namely *restrictive mediation*, *active mediation*, and *co-viewing*, which complement each other and do not stand apart. *Restrictive mediation* refers to parents' efforts to set limits on the use of digital media, such as setting screen time, selecting age-appropriate Islamic content, and filtering apps and games to be in line with Islamic moral values (Dedkova & Mýlek, 2023). This pattern serves as initial *tarbiyah*, guiding and controlling the child's learning environment to avoid content that could damage spiritual and moral development. Meanwhile, *active mediation* is realized through the direct involvement of parents in explaining the meaning of Islamic teachings obtained by children from digital

media, dialogue about religious values, and associating digital content with daily worship practices (Fu et al., 2020).

This approach reflects the value of *ta'dib*, the process of instilling deep manners, understanding, and moral awareness in children. The *co-viewing* puts parents as role models (*uswah hasanah*) by accompanying children directly when accessing Islamic digital media, such as watching online studies or using joint recital applications, so that children not only receive religious information, but also emulate parents' religious attitudes in interacting with technology (Liu et al., 2024). The three mediation patterns are more effective when supported by the consistent and proportionate intensity of parental assistance, because continuous involvement allows the internalization of the values of *tarbiyah*, *ta'dib*, and *uswah hasanah* in its entirety, while strengthening children's willingness to learn religion independently and responsibly in the midst of digitalization flows. The results of the relevant research literature related to the level of Islamic digital mediation of parents in religious learning as shown in Table 1.

Table 1. Results of Relevant Research Literature Related to the Level of Islamic Digital Mediation of Parents in Religious Learning

Author	Title	Result
(Masud et al., 2025)	Peran Orang Tua dalam Menanamkan Pendidikan Agama Islam di Era Digital	The increase in parents' digital literacy is a crucial factor in ensuring that Islamic religious education remains relevant and effective in the modern era.
(Bukhari et al., 2024)	Challenges of Parenting in the Digital Era: A Review from the Perspective of Islamic Family Law	His research explains that the critical challenges currently faced are difficulties in digital supervision of children, low digital literacy among parents, and value conflicts between Islam and digital culture, leading to a lack of religious learning in children
(Astuti et al., 2022)	Digital Parenting: Utilizing Technology to Instill Islamic Education Values in Young Children	Childcare in the digital era tends to combine permissive and authoritative patterns, with the use of gadgets as a medium to instill the values of <i>aqidah</i> , worship, and Islamic morals.
(Sukisno et al., 2024)	Parenting problems in the digital age and their solution development in the frame of value education	His research shows that integrating Islamic educational values can be a strategic foundation for parents in addressing the challenges of parenting in the digital age, and will create an environment that supports children's holistic development.

(Maulana Ahmad et al., 2024)	Urgensi Peran Orang Tua dalam Menyikapi Interaksi Anak dengan Teknologi Digital	This research uses a habituation model, employing project-based learning activities to stimulate children's ability to collaborate, be independent, be creative, be tolerant, and develop noble character.
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Based on the synthesis of the five studies, it can be concluded that parents' role is crucial to maintaining the sustainability and effectiveness of children's Islamic religious education in the digital era, especially by increasing digital literacy, supervising children with religious values, and integrating Islamic values into parenting practices. Various studies show that the combination of the right parenting, the use of technology in an educational manner, and the habituation of Islamic moral values can reduce the negative impact of digital while increasing children's interest, character, and holistic development in religious learning.

Implications of Parent's Islamic Digital Mediation in the Perspective of Contemporary Islamic Psychology

Islamic digital mediation of parents plays an important role in shaping children's character and spiritual development in the contemporary digital landscape. As children become increasingly engaged with technology, parents are tasked with guiding the use of their digital tools to cultivate spiritual values and resilience, as highlighted in the principles of Islamic education (Irmayanti, 2023). The integration of Islamic psychoeducation empowers parents to increase their children's learning independence while promoting effective communication and a conducive learning environment at home (Rafi bagus adi wijaya & Subakti, 2025). In addition, the challenges posed by social media, such as misinformation and character erosion, require a proactive approach from parents to instill Islamic values and critical thinking skills in their children. The Qur'an provides basic insights into ideal parenting practices, emphasizing the importance of nurturing character from an early age amid the complexities of the digital age. Thus, effective parental mediation is essential to nurture a knowledgeable and morally grounded generation.

Table 2. Relevant Research Related to the Role of Parents in Educating Children in the Digital Era from the Perspective of Contemporary Islamic Psychology

Author	Title	Results
(Ainun, 2025)	Psychological Approaches in Islamic Education: Answering Educational	His research shows that psychological approaches play an important role in understanding the emotional, cognitive, and behavioral characteristics of students, so that Islamic Education can be more adaptive to face the digital era.

	Challenges in the Digital Era	
(Istikharah, 2025)	The Role of Parents in Parenting and Its Relevance to Reinforcement Character Education from an Islamic Perspective in the 4.0 Era	Research shows that Bendri Jaisyurrahman emphasizes the concept of fatherly leadership based on compassion, moral exemplary, and effective communication. This concept is in line with the goals of Strengthening Character Education (PPK), especially in fostering children's religious values, responsibility, and digital literacy in the 4.0 era
(Azzam & Leany, 2024)	Childhood Education and Popular Islam: Islamic Psychology as a Pattern of Early Childhood Education in the Authoritative Affinity of Popular Islam	The findings suggest that Islamic psychology provides a solid foundation for addressing contemporary challenges in early childhood education. Key principles such as fitrah and tawhid support the development of children's spiritual, cognitive, and emotional capacities.
(Nudin et al., 2024)	The Role of Parents and Families in Children's Education in The Digital Era Burhan	These findings emphasize the importance of collaboration between parents, educators, and policymakers in addressing the challenges of the digital age. While technology has its benefits, its use requires careful handling to protect children's well-being. Limitations of the study include potential bias in self-reported data and difficulties in separating the impact of technology from other factors.
(Estiningsih, 2023)	The Role of the Family in Facing the Impact of Advances in Information Technology on the Lives of Children and Adolescents (Review of Islamic Psychology)	This study shows that there are five groups of basic needs in media for children's education, namely cognitive needs (obtaining information, knowledge, and understanding), affective needs (emotions, pleasure/satisfaction, and feelings), personal integration needs (credibility, stability, and status), social integration needs (interacting with friends, family, etc.), and tension release needs (escape and diversion).

Based on the synthesis of the research results in Table 2, it can be concluded that, from the perspective of contemporary Islamic psychology, the role of parents in educating children in the digital era is highly strategic and multidimensional. The findings suggest that Islamic psychological approaches help parents understand children's emotional, cognitive, and behavioral development more comprehensively, so that religious parenting and education can be adapted to the challenges of the digital age. Parents are positioned not only as supervisors of the use of technology, but also as moral leaders and spiritual role models who instill the values of *fitrah*, monotheism, responsibility, and digital literacy through loving communication and exemplary. In addition, the research emphasizes the importance of collaboration between families, educators, and policy makers in creating a safe and educational digital environment, while still paying attention to the basic needs of children both cognitively, affectively, socially, and spiritually. Thus, the role of parents is the main key in balancing the use of technology and strengthening children's Islamic character in a sustainable manner in the digital era.

CONCLUSION

Based on the results of the literature synthesis, it can be concluded that Islamic digital mediation of parents has a strategic role in maintaining the sustainability of children's religious learning in the digital era through the application of *restrictive*, *active*, and *co-viewing patterns* that are in line with the values of *tarbiyah*, *ta'dib*, and *uswah hasanah*. Consistent parental involvement, supported by digital literacy and Islamic psychoeducation, has been proven to strengthen children's motivation, understanding of worship, character building, and religious identity, while minimizing the negative impact of digital media use. Thus, Islamic digital parenting not only functions as a control over the use of technology, but also as a strategic means of internalizing Islamic values in children's psychological and spiritual development.

The next research is suggested to develop an empirical study using a quantitative or mixed-methods approach to test the relationship between parents' and children's levels of Islamic digital mediation and children's willingness to learn religion more reliably. In addition, it is necessary to conduct comparative research across regions and age levels to see the variations in Islamic digital parenting practices, as well as the exploration of mediation or moderation variables such as Islamic self-regulation, religious digital literacy, and children's spiritual resilience in order to obtain a more comprehensive and applicable understanding in the context of contemporary Islamic education.

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