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## DEVELOPING A LOVE-BASED CURRICULUM MODEL WITH ISLAMIC DIGITALIZATION IN ISLAMIC EDUCATION LEARNING IN THE SOCIETY 5.0 ERA

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### Abstract

This study aims to develop a love-based curriculum model integrated with Islamic digitalization to support Islamic education learning in the Society 5.0 era. The research employed a Research and Development (R&D) approach consisting of needs analysis, conceptual design, expert validation, limited implementation, revision, and final model formulation. The results of the needs analysis showed that Islamic education still faces challenges in balancing character formation with the rapid development of digital technology. Therefore, a curriculum model that integrates compassion-based pedagogy, Islamic ethical values, and responsible digital learning is required. The developed model emphasizes value-based objectives, humanistic learning strategies, Islamic digital media, and character-based assessment. Validation results indicated that the model is conceptually appropriate and applicable in Islamic education settings. Limited implementation demonstrated that the model improves students' moral awareness, responsible digital behavior, and active participation in learning. The model also contributes to the goals of sustainable education by promoting quality learning, ethical digital literacy, and social responsibility. This study concludes that the integration of a love-based curriculum with Islamic digitalization can serve as an alternative framework for developing adaptive, humanistic, and value-oriented Islamic education in the Society 5.0 era.

**Keywords:** Love-Based Curriculum; Islamic Digitalization; Islamic Education; Society 5.0 Education

### Abstrak

Penelitian ini bertujuan untuk mengembangkan model kurikulum berbasis cinta yang terintegrasi dengan digitalisasi Islami dalam pembelajaran pendidikan Islam pada era Society 5.0. Penelitian menggunakan pendekatan Research and Development (R&D) yang meliputi tahap analisis kebutuhan, desain konseptual, validasi ahli, implementasi terbatas, revisi, dan perumusan model akhir. Hasil analisis kebutuhan menunjukkan bahwa pendidikan Islam masih menghadapi tantangan dalam menyeimbangkan pembentukan karakter dengan perkembangan teknologi digital yang sangat cepat. Oleh karena itu, diperlukan model kurikulum yang mengintegrasikan pedagogi berbasis kasih sayang, nilai etika Islam, dan pembelajaran digital yang bertanggung jawab. Model yang dikembangkan menekankan tujuan pembelajaran berbasis nilai, strategi pembelajaran humanistik, penggunaan media digital Islami, serta evaluasi berbasis karakter. Hasil validasi menunjukkan bahwa model dinilai layak dan relevan untuk diterapkan dalam pembelajaran pendidikan Islam. Implementasi terbatas membuktikan bahwa model mampu meningkatkan kesadaran moral, tanggung jawab dalam penggunaan teknologi, dan keaktifan peserta didik dalam pembelajaran. Model ini juga berkontribusi pada pencapaian pendidikan berkelanjutan melalui penguatan kualitas pembelajaran, literasi digital etis, dan tanggung jawab sosial.

**Kata Kunci:** Kurikulum Berbasis Cinta; Digitalisasi Islami; Pendidikan Islam; Society 5.0

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### Introduction

The transformation of global education in the Society 5.0 era has shifted the paradigm of learning from knowledge transmission toward the development of integrated intellectual, emotional, and spiritual competencies. The rapid advancement of digital technology, artificial intelligence, and data-based learning systems requires educational institutions to design adaptive and humanistic curricula. In the

context of Islamic education, this transformation must not only focus on technological mastery but also on strengthening moral and spiritual values to prevent the erosion of character in the digital age. Therefore, curriculum innovation that harmonizes technological progress with Islamic ethical principles has become an urgent necessity in contemporary education (Hamedani et al., 2024; Wantini et al., 2023).

Islamic education curricula in the digital era are required to respond to modernization while maintaining their theological and ethical foundations. The use of digital platforms, online learning environments, and intelligent educational systems has become unavoidable in modern classrooms. However, many Islamic educational institutions still experience difficulties in balancing technological development with value-based education. Some institutions emphasize religious traditions but lack digital adaptation, while others adopt technology but neglect character formation. This imbalance indicates the need for curriculum reconstruction that integrates spiritual values with digital innovation to ensure the relevance of Islamic education in contemporary society (W. D. Sari, 2025; Suprianto & Sari, 2023; Ubaedullah et al., 2025).

One of the emerging approaches in Islamic education reform is the love-based curriculum, which places compassion, empathy, tolerance, and respect for humanity at the center of the learning process. This approach reflects the Islamic principle of *rahmah* (mercy), which emphasizes balance between intellectual development and moral cultivation. A love-based curriculum aims to humanize education by fostering positive relationships between teachers and students and by promoting inclusive and peaceful learning environments. Previous studies have shown that compassion-oriented education contributes to strengthening character education and preventing intolerance among students, making it relevant for contemporary Islamic education (Fithriyah et al., 2025; Malik et al., 2025; Triasih et al., 2025).

Avif et al. (2026) in his research stated that the development of a love-based curriculum is also consistent with the demands of twenty-first century education, which highlight emotional intelligence, social awareness, and ethical responsibility as essential learning outcomes. (Avif, Najmi, and Sayyi 2026) Learning environments grounded in compassion can encourage cooperation, respect, and moral accountability among students. Nevertheless, most previous implementations of love-based education remain limited to conventional pedagogical practices and have not fully utilized digital technology as a medium for value internalization. As a result, the potential of this curriculum to address the challenges of the digital era has not been maximized. This limitation indicates the need for a contextual model that integrates compassion-based pedagogy with digital learning innovation (Muthohirin, 2025; Sriayu et al., 2026; Sunarya & Sassi, 2025).

At the same time, digitalization has significantly influenced the development of Islamic education through the use of e-learning, mobile applications, artificial intelligence, and interactive multimedia. Digital technology provides opportunities to improve learning quality, expand educational access, and create flexible learning environments. However, the use of technology without strong ethical guidance may lead to moral decline, misinformation, and the spread of intolerant ideologies in digital spaces. Therefore, digital transformation in Islamic education must be guided by spiritual and moral values so that technology becomes a tool for character development rather than a source of value degradation (Aminnuddin, 2025; Djazilan et al., 2024; Riegel et al., 2024).

Recent studies have attempted to integrate character education with digital learning by using interactive media, intelligent tutoring systems, and digital feedback platforms to support value internalization. These studies indicate that technology can enhance moral and religious learning when supported by appropriate pedagogical design. However, previous research often examines digitalization and value-based education separately, resulting in the absence of a comprehensive curriculum framework that systematically integrates compassion values, Islamic principles, and digital innovation. This condition shows the necessity of developing a new curriculum model that unifies love-based pedagogy and Islamic digitalization in a holistic learning system (Bin Qushem et al., 2025; Eltaiba et

al., 2025; Roche et al., 2014).

Based on the existing literature, several research gaps can be identified. First, studies on love-based curriculum mainly focus on moral and humanistic aspects without strong integration with digital learning systems. Second, research on digitalization in Islamic education tends to emphasize technological effectiveness but lacks a clear ethical and spiritual framework. Third, discussions on Islamic education in the Society 5.0 era are mostly conceptual and rarely propose a concrete curriculum model that integrates compassion values, Islamic teachings, and digital innovation simultaneously. These gaps indicate the need for developing an integrative curriculum model that responds to technological change while preserving the essential values of Islamic education.

Therefore, this study aims to develop a Love-Based Curriculum Model with Islamic Digitalization in Islamic Education Learning in the Society 5.0 Era as an integrative framework combining compassion-centered pedagogy, Islamic ethical values, and digital learning innovation. The urgency of this research lies in the growing need for educational models that produce not only digitally literate students but also individuals with strong moral character, spiritual awareness, and social responsibility. The proposed model is expected to contribute to the reconstruction of Islamic education so that it becomes more adaptive, humanistic, and responsive to technological advancement without losing its religious identity.

This research is also relevant to the objectives of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnership for the Goals), which emphasize inclusive, ethical, and sustainable education. The integration of a love-based curriculum with Islamic digitalization is expected to support the development of learners who are technologically competent, morally responsible, and socially tolerant. In addition to providing theoretical contributions to curriculum development in Islamic education, this study offers practical recommendations for educational institutions in designing learning systems that are compatible with the challenges of the Society 5.0 era.

## **Research Methodology**

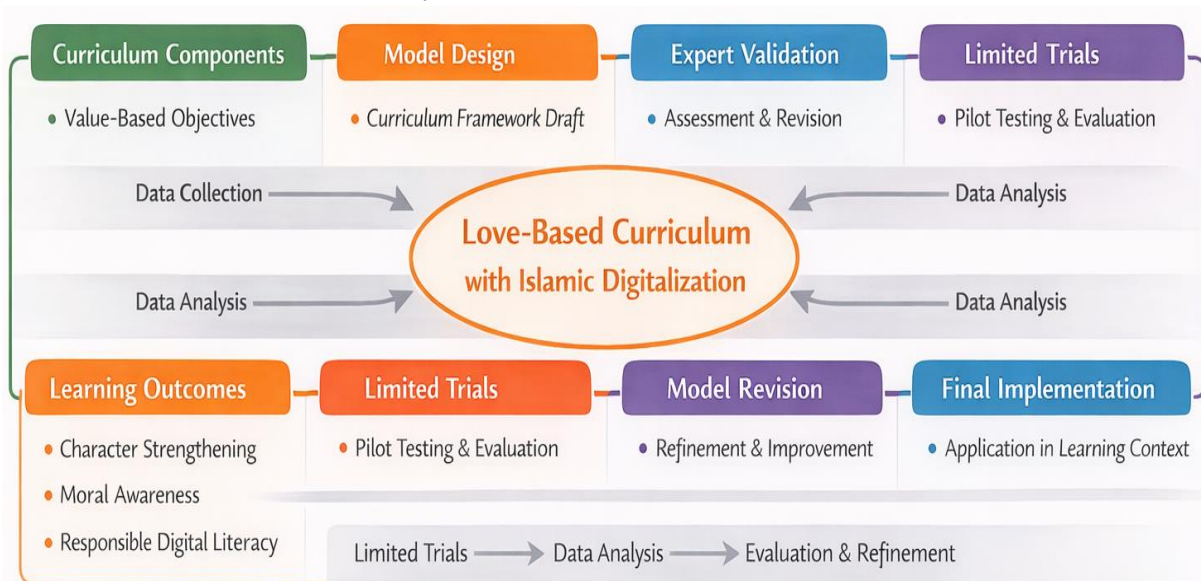
This study employed a qualitative research approach using the Research and Development (R&D) design to develop a curriculum model that integrates compassion-based pedagogy with Islamic digital learning. The R&D approach was chosen because it allows researchers to design, validate, and refine an educational model systematically through iterative stages. This method is widely used in educational research to produce theoretical as well as practical products that can be implemented in learning contexts. The development procedure adopted the stages of needs analysis, model design, expert validation, limited trials, and model revision to ensure the feasibility and effectiveness of the proposed curriculum framework (Gall et al., 2003; Sugiyono, 2015).

The research was conducted in Islamic educational institutions that have implemented digital learning practices, including madrasah and Islamic boarding schools, to obtain contextual data related to curriculum implementation in the digital era. Participants consisted of Islamic education teachers, curriculum developers, school leaders, and students who were selected purposively based on their involvement in digital learning activities. Data were collected through in-depth interviews, participant observation, and document analysis to obtain comprehensive information about current curriculum practices, challenges, and expectations for curriculum development. Multiple data sources were used to ensure the credibility and richness of the findings (Bohnsack et al., 2010; Mahsusi et al., 2024).

Data analysis was conducted using an interactive qualitative analysis model consisting of data reduction, data display, and conclusion drawing. The analysis process was carried out continuously during data collection to identify patterns related to value integration, digital learning practices, and character education in Islamic education. The results of the analysis were used as the basis for designing the curriculum model, which was then validated by experts in Islamic education, curriculum studies,

and educational technology. Expert validation aimed to assess the relevance, feasibility, and theoretical consistency of the developed model before it was tested in a limited learning context (Miles et al., 2014; Patton, 2014; Sulfiani et al., 2025).

To ensure the validity and reliability of the research, this study applied triangulation of data sources, methods, and theories. Credibility was strengthened through prolonged engagement, member checking, and peer debriefing, while dependability was ensured by documenting all research procedures systematically. The developed curriculum model was evaluated based on its relevance to contemporary educational needs, its compatibility with Islamic values, and its alignment with digital learning principles in the Society 5.0 era. Ethical considerations were also maintained by obtaining consent from participants and ensuring confidentiality throughout the research process (Lincoln & Guba, 1985; Tracy, 2024) (Lincoln & Guba, 2021; Tracy, 2022).



**Figure 1.** Reseeach and Development Process: Developing a Love-Based Curriculum Model with Islamic Digitalization

The diagram illustrates the Research and Development (R&D) process used to develop a *Love-Based Curriculum with Islamic Digitalization* through a systematic and iterative procedure. The process begins with needs analysis, conducted through literature review and field study to identify the challenges of Islamic education in the digital era. The next stage is model design, where a value-based curriculum framework is constructed, followed by expert validation to evaluate the relevance and feasibility of the model. After revision, the model is tested through limited trials and analyzed to measure its effectiveness. The model revision stage refines the framework before the final implementation. The results indicate that the model strengthens character formation, moral awareness, and responsible digital literacy.

## Results and Discussion

### Needs Analysis of Islamic Education Curriculum in the Society 5.0 Era

The needs analysis revealed that the transformation of education in the Society 5.0 era requires Islamic education to integrate digital competence with strong moral and spiritual foundations. Educational institutions are expected to prepare students who are not only technologically literate but also able to maintain ethical values in digital environments. Interviews with teachers indicated that current curricula still emphasize cognitive achievement rather than holistic character formation. This finding is consistent with recent studies stating that the challenge of Islamic education today lies in balancing technological advancement with value-based learning to prevent moral decline in the digital

era (Maqhfiroh et al., 2026; Muzaki et al., 2025; Rizal et al., 2025).

Data from observations showed that digital learning has been implemented in many Islamic educational institutions through online platforms, multimedia presentations, and mobile learning applications. However, the use of technology is mostly limited to delivering learning materials and has not been integrated with character education systematically. Teachers tend to focus on technical aspects of digital learning rather than using technology as a medium for internalizing Islamic values. Previous research also confirms that digital transformation in education often prioritizes efficiency and accessibility while neglecting ethical and spiritual dimensions, resulting in an imbalance in student development (Mubarok et al., 2025; Stalmach et al., 2023; Vaszkun & Mihalkov Szakács, 2025).

Interviews with curriculum developers indicated that the current Islamic education curriculum still relies heavily on conventional approaches that separate religious knowledge from real-life digital experiences. Students learn religious concepts in classrooms, but they face different realities in digital environments that are not guided by the same values. This gap creates difficulties in shaping consistent religious character in the modern era. Scholars argue that curriculum reform in Islamic education must respond to contemporary social changes, including the influence of digital culture, by integrating moral education into all learning activities (Fasyiransyah et al., 2025; Hashmi et al., 2026).

The analysis also found that teachers face challenges in developing learning environments that promote empathy, tolerance, and compassion among students. Learning activities are often oriented toward academic achievement and examination results rather than character formation. As a result, students may achieve high academic performance but show weak social sensitivity and limited emotional maturity. Recent studies emphasize that education in the twenty-first century must prioritize emotional intelligence and ethical awareness as essential competencies, especially in multicultural and digitally connected societies (Jin et al., 2025; Sayyi, Asmuki, et al., 2025; Skaar & Townsley, 2025).

Another important finding is the limited availability of curriculum guidelines that explicitly integrate love-based values with digital learning. Although character education is formally included in the curriculum, its implementation depends largely on individual teachers and is not supported by a systematic framework. This condition leads to inconsistencies in learning practices between classes and institutions. Previous research highlights that effective character education requires structured curriculum design, clear learning objectives, and appropriate learning strategies that align with technological developments in modern education (Fernández-Espinosa et al., 2025; Huang et al., 2024; Lestari et al., 2026).

The needs analysis also showed that students are highly familiar with digital technology but lack guidance in using it responsibly according to Islamic ethical principles. Many students access digital content without critical evaluation, which may influence their attitudes and behavior. Teachers reported difficulties in controlling students' digital activities because learning models do not provide clear integration between religious guidance and digital practice. Studies on digital ethics in education suggest that curriculum development must include moral literacy, digital responsibility, and value-based guidance to ensure that technology supports positive character formation (Mahfud, 2025; Nurtanto et al., 2025).

Based on the overall analysis, it can be concluded that Islamic education in the Society 5.0 era requires a new curriculum model that integrates digital learning with compassion-based values and Islamic ethical principles. The current curriculum has not fully responded to the challenges of technological development, character education, and the need for holistic learning. Therefore, the development of a curriculum model that combines love-based pedagogy with Islamic digitalization becomes essential to create learning environments that are technologically adaptive, spiritually grounded, and socially responsible. This finding becomes the foundation for designing the proposed curriculum model in the next stage.

## Conceptual Design of Love-Based Curriculum with Islamic Digitalization

Based on the needs analysis, the next stage of this study was to develop a conceptual design of a curriculum integrating compassion-based values with Islamic digitalization in Islamic education learning. The model was designed through literature review, expert discussions, and analysis of current digital learning practices in Islamic educational institutions. The purpose of this conceptual framework is to create a curriculum that not only emphasizes technological competence but also strengthens moral, spiritual, and social responsibility. This approach reflects the idea that Islamic education should balance intellectual development with ethical and spiritual formation in order to remain relevant in contemporary society (Birgün, 2026; P. R. M. Sari & Bakar, 2024; Sayyi, Muslimin, et al., 2025).

The love-based curriculum in this study is grounded in the principle that education must be built upon compassion, respect for human dignity, and moral development. In Islamic pedagogy, love is not merely an emotional expression but a foundational value that shapes attitudes of empathy, tolerance, justice, and mutual respect in the learning process. Scholars of Islamic education emphasize that a compassionate learning environment encourages positive character formation and strengthens students' social awareness. Therefore, the value of *mahabbah* (love and compassion) becomes the central philosophical foundation in constructing the curriculum structure (Burhanudin, 2025).

In addition to compassion-based values, the curriculum design incorporates Islamic digitalization as a response to the rapid technological development in the Society 5.0 era. Islamic digitalization in this study refers to the use of digital technology guided by Islamic ethical principles to support meaningful learning. This integration includes the use of online learning platforms, interactive multimedia, and digital resources that are directed toward strengthening moral awareness and responsible digital behavior. Previous studies indicate that digital learning can contribute to character education when supported by appropriate pedagogical design and value-based guidance (Sahrowi et al., 2025; Suhendi, 2024).

The conceptual design of the curriculum consists of several main components, including learning objectives, content organization, instructional strategies, digital learning media, and value-based assessment. Learning objectives are formulated not only to achieve cognitive competence but also to develop spiritual awareness, empathy, and ethical responsibility in digital environments. Learning materials are designed by integrating Islamic teachings with contemporary issues, including the proper use of technology. Instructional strategies emphasize collaborative learning, reflection, and experiential activities so that students can internalize values through meaningful learning experiences (Priestley et al., 2025; R et al., 2025).

In this model, teachers play a central role as role models, facilitators, and moral guides in digital learning environments. The teacher's responsibility is not limited to delivering knowledge but also includes building compassionate relationships with students and guiding them in the ethical use of technology. Educational research shows that character education is strongly influenced by teacher behavior and the quality of teacher–student interaction. Therefore, the love-based curriculum emphasizes humanistic interaction as the foundation for implementing digital learning that supports both academic achievement and moral development (Tiong & Lee, 2024).

The initial validation of the conceptual design was conducted through expert review involving specialists in Islamic education, curriculum studies, and educational technology. The validation results indicated that the integration of compassion values with Islamic digitalization is relevant to the needs of education in the Society 5.0 era. Experts highlighted that rapid technological development requires curriculum models that provide ethical guidance and spiritual orientation for students. They also emphasized the importance of clear implementation guidelines to ensure consistency across different educational institutions. This validation process ensures that the developed model has strong theoretical and practical foundations (Intania et al., 2026; Muliayanti & Fajriyanti, 2026).

Based on the design and expert validation, it can be concluded that the conceptual model of a love-based curriculum with Islamic digitalization represents an integrative framework combining compassion values, Islamic ethical principles, and digital learning innovation within a systematic educational structure. The model is designed to respond to the challenges of the Society 5.0 era, which requires education to be technologically adaptive while maintaining moral and spiritual integrity. This conceptual framework becomes the basis for the next stage of the research, namely model validation and limited implementation to examine its feasibility and effectiveness in real learning contexts.

### **Model Validation and Implementation in Islamic Education Learning**

The next stage of the study focused on validating the developed curriculum model and implementing it in Islamic education learning. Model validation was conducted to ensure that the designed framework was theoretically sound, practically applicable, and relevant to the needs of Islamic educational institutions in the Society 5.0 era. The validation process involved experts in Islamic education, curriculum development, and educational technology. Each expert evaluated the model based on clarity of structure, relevance to Islamic values, compatibility with digital learning, and feasibility of implementation. Expert validation is an essential stage in research and development to ensure that the product meets academic and practical standards (Guo & Wang, 2025; Mansur et al., 2023).

The results of expert validation indicated that the model was conceptually appropriate and aligned with contemporary educational needs. Experts emphasized that the integration of compassion-based values with digital learning is highly relevant to current challenges in Islamic education, especially in strengthening character formation in digital environments. However, several suggestions were given, including the need to provide more detailed implementation guidelines, clearer learning indicators, and examples of digital learning activities that reflect Islamic ethical values. These revisions were necessary to make the curriculum model easier to apply in different educational settings (Lee & Lee, 2025; Sa'edi et al., 2025; S.h et al., 2024).

After the validation process, the revised model was implemented on a limited scale in Islamic education learning. The implementation involved teachers and students in selected classes that had already used digital learning media. The learning process was conducted by applying the principles of the love-based curriculum, including compassionate interaction, value-based discussion, and responsible use of digital technology. Teachers were guided to integrate moral reflection, collaborative learning, and digital resources in every learning activity. Limited implementation is an important step in research and development to examine the practicality of the model before wider application (Chanifah et al., 2021; Eraku et al., 2021).

Observations during the implementation showed that the use of a love-based approach created a more positive learning atmosphere. Students were more active in discussions, showed greater respect toward peers, and demonstrated better emotional control during collaborative activities. The integration of digital media also increased student engagement, especially when learning materials were presented through interactive platforms. Teachers reported that combining compassion-based interaction with digital learning made it easier to guide students not only academically but also morally. These findings support previous studies stating that humanistic learning environments can improve both academic achievement and character development (Fithriyah, 2023; Molyneux & Diamond, 2025).

The implementation also revealed that digitalization guided by Islamic values helped students develop more responsible behavior in using technology. Students were encouraged to evaluate digital content critically, avoid harmful information, and use technology for beneficial purposes. (Ismail and Wardi 2025) Teachers integrated discussions about ethics, honesty, and social responsibility into digital learning activities. This approach reduced negative behavior such as disrespectful communication and excessive use of non-educational media during learning. Previous research confirms that digital literacy combined with moral education can strengthen students' self-control and ethical awareness in online

environments (Molyneux & Diamond, 2025; Shanti & Shohib, 2026).

Feedback from teachers indicated that the developed model was practical and flexible, but it required teacher readiness and institutional support to be implemented effectively. Teachers needed training in using digital media, designing value-based learning activities, and applying compassionate communication in classrooms. In addition, school policies played an important role in supporting the integration of character education with digital learning. Educational research shows that curriculum innovation will be successful when supported by teacher competence, institutional commitment, and clear implementation guidelines (Caprara & Caprara, 2022; Sayyi, Mashuri, et al., 2025).

Based on the validation and limited implementation, it can be concluded that the developed curriculum model is feasible and effective in supporting Islamic education learning in the Society 5.0 era. The integration of compassion-based pedagogy with Islamic digitalization creates a learning environment that is more humanistic, ethical, and technologically adaptive. The model not only improves student engagement in digital learning but also strengthens moral awareness and social responsibility. These results indicate that the model can be used as an alternative framework for curriculum development in Islamic education, and it becomes the basis for formulating the final model presented in the next section.

### **Final Model of Love-Based Curriculum with Islamic Digitalization and Its Contribution to SDGs**

The final stage of this study produced a comprehensive model of a love-based curriculum integrated with Islamic digitalization, formulated through needs analysis, conceptual design, expert validation, and limited implementation. The final model was structured as an integrative curriculum framework combining compassion values, Islamic ethical principles, and the use of digital technology in Islamic education learning. This development responds to the challenges of education in the Society 5.0 era, which requires balance between intellectual competence, emotional maturity, and spiritual awareness. Adaptive Islamic education must remain rooted in the principle of *rahmah* (mercy) as the foundation for character formation in contemporary learning environments (Afonso et al., 2025; Sriayu et al., 2026).

The final curriculum model consists of several main components, including value-based learning objectives, contextual learning materials, humanistic instructional strategies, Islamic-oriented digital media, and character-based assessment. Learning objectives are designed not only to achieve academic competence but also to develop empathy, responsibility, and religious awareness in digital life. Learning materials integrate Islamic teachings with contemporary social and technological issues to make learning more meaningful. This approach is consistent with the view that Islamic education curriculum should integrate knowledge, morality, and digital skills within a unified educational framework relevant to modern society (Al-Manduriy et al., 2022; Maulidi et al., 2025).

Instructional strategies in the final model emphasize a love-based approach manifested through respectful interaction, reflective dialogue, collaboration, and moral habituation in every learning activity. Teachers act as role models who guide students in applying ethical values while using digital technology. Islamic digitalization is implemented through online learning platforms, interactive media, and digital resources that are directed toward strengthening moral awareness and responsible behavior. Educational research indicates that combining humanistic pedagogy with digital learning can increase student engagement while simultaneously supporting character development in modern learning environments (Maulidi et al., 2025; Musthofa et al., 2023).

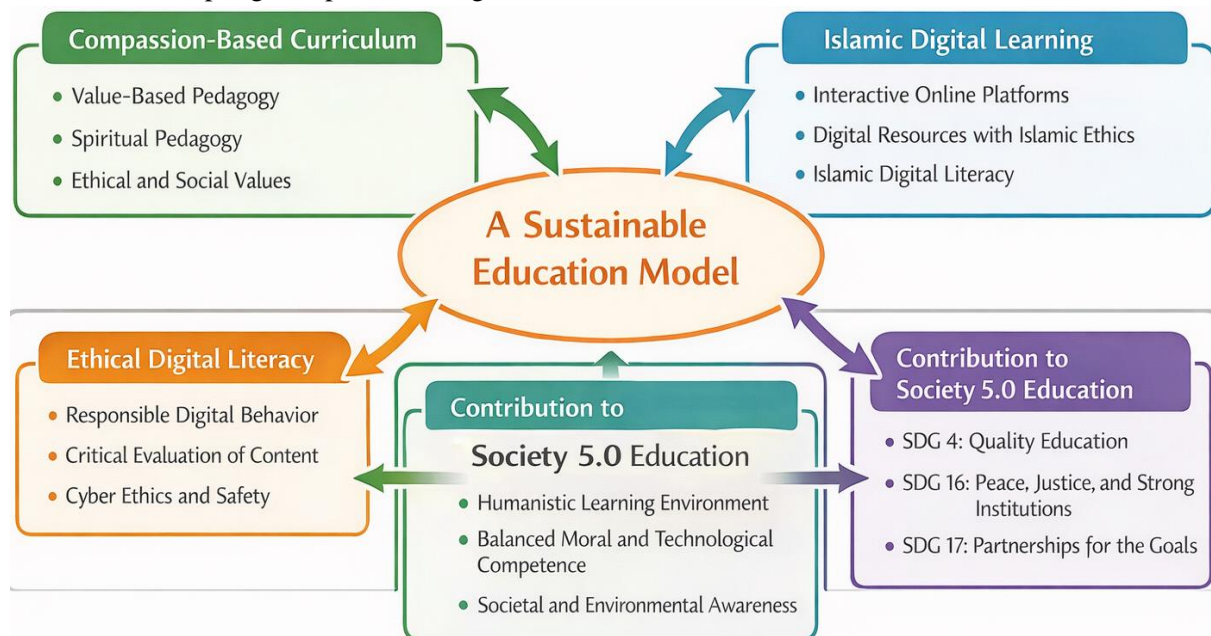
The final model also includes an evaluation system that assesses not only cognitive achievement but also students' attitudes and behavior in digital environments. Assessment is conducted through observation, self-reflection, collaborative assignments, and project-based evaluation that integrates Islamic values. Character-based assessment ensures that digital learning contributes to moral development rather than only academic performance. Recent studies emphasize that evaluation focusing

on values and behavior is more effective in shaping students' personality compared to test-oriented assessment. Therefore, integrating ethical evaluation into digital learning becomes essential in contemporary Islamic education (Ismail et al., 2025; Munawarsyah et al., 2024).

The findings indicate that the developed curriculum model has strong relevance to sustainable education principles, particularly in promoting inclusive, ethical, and value-oriented learning. A love-based curriculum supported by Islamic digitalization encourages the formation of students who are academically competent, socially responsible, and morally grounded. The integration of compassion, tolerance, and responsibility within digital learning environments contributes to the development of peaceful and harmonious communities. Previous studies also highlight that value-based education plays a crucial role in supporting social sustainability and strengthening moral awareness in modern educational systems (Abuzar et al., 2024; Tawakkal & Sahri, 2025).

The contribution of this model to the Sustainable Development Goals (SDGs) can be seen in its alignment with SDG 4 (Quality Education), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnership for the Goals). Education that integrates compassion values with digital literacy can produce learners who are not only intellectually capable but also socially sensitive and ethically responsible. In Islamic education, strengthening the value of *rahmah* through digital learning can become an effective strategy to prevent intolerance, radicalism, and misuse of technology. Therefore, curriculum innovation based on moral values and digital competence is essential for sustainable education in the modern era (Mulero et al., 2024; Žnidarec Čučković et al., n.d.).

Based on all stages of the research, the final model of the love-based curriculum with Islamic digitalization can be formulated as an integrative learning framework that combines the values of *mahabbah*, Islamic ethical principles, and digital learning innovation within a systematic curriculum structure. The model effectively responds to the needs of Islamic education in the Society 5.0 era by providing learning that is humanistic, adaptive, and character-oriented. In addition to contributing theoretically to the development of Islamic education curriculum, this model offers practical recommendations for educational institutions to design learning systems that remain faithful to Islamic values while adapting to rapid technological advancement.



**Figure 2.** A Compassion-Based Curriculum Integrating Islamic Digital Learning: Toward a Sustainable Education Model

The diagram illustrates a Sustainable Education Model developed through the integration of a Compassion-Based Curriculum, Islamic Digital Learning, and Ethical Digital Literacy to support

education in the Society 5.0 era. The model emphasizes value-based, spiritual, and ethical pedagogy as the foundation of learning, combined with interactive digital platforms guided by Islamic principles. Ethical digital literacy plays an important role in shaping responsible digital behavior, critical thinking, and cyber ethics among students. These components work together to create a humanistic learning environment that balances moral development with technological competence. The model contributes to Society 5.0 education by promoting social awareness, responsible innovation, and alignment with SDGs, particularly quality education, justice, and global partnership.

## Conclusion

This study produced a love-based curriculum model integrated with Islamic digitalization as an innovative and integrative learning framework relevant to the needs of Islamic education in the Society 5.0 era. Developed through a Research and Development approach, the model demonstrates that the integration of compassion values, Islamic ethical principles, and digital technology can create a learning environment that is more humanistic, adaptive, and oriented toward character formation. The needs analysis revealed that Islamic education still faces a gap between moral value formation and the use of digital technology, making it necessary to develop a curriculum model that systematically connects both aspects. The conceptual design, expert validation, and limited implementation confirmed that a compassion-based approach enhances positive interaction, moral awareness, and students' responsibility in using digital technology. Furthermore, Islamic digitalization guided by ethical values strengthens responsible digital literacy and helps prevent the misuse of technology in the learning process. The final model not only improves the quality of Islamic education learning but also contributes to the achievement of Sustainable Development Goals, particularly in promoting quality education, peaceful societies, and global partnerships. Therefore, the love-based curriculum with Islamic digitalization can serve as an alternative model for Islamic education that responds to technological advancement while maintaining spiritual and humanitarian values.

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