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A Muslim Intellectual Transformation Model Based on Prophetic Thinking in Facing the Challenges of the Digital Era

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Abstract

This study aims to develop a model of Muslim intellectual transformation based on prophetic thinking as a solution to address the challenges of the rapidly evolving digital era, with an emphasis on balancing academic knowledge, spirituality, and morality. The research utilizes the Prophetic Social Science concept introduced by Kuntowijoyo, which emphasizes three core values: transcendence, humanization, and liberation as the foundation for understanding and addressing social issues. Literature shows that many Muslim intellectuals have become trapped in materialistic and rational thinking patterns, leading to the marginalization of religious values. Prophetic thinking offers an alternative by integrating revelation and moral values into the development of knowledge. The approach used is qualitative with a literature review method, analyzing various sources related to prophetic thinking and the digitalization of Islamic education. Prophetic thinking has the potential to shape critical, innovative, ethical Muslim intellectuals who can utilize technology in an ethical and productive manner. The results of this study are significant in guiding Islamic education to face digital challenges by integrating prophetic values into the learning process. This research provides a new perspective on combining Islamic values with technological advancements to shape ethical Muslim intellectuals.

Keywords: Prophetic thinking; Muslim intellectuals; Digital era; Transformation; Islamic education.

Introduction

Many Muslims today tend to follow Western thinking patterns and lifestyles, especially in how they view progress and technology. The rational-modern perspective is often regarded as the sole measure of progress, whereas Islam already offers a noble framework for thinking, known as prophetic thinking. This is a way of thinking that emulates the thinking method of the Prophet Muhammad SAW. Prof. Dr. Musa Asy'arie states that the Prophet was

not only a spiritual figure but also a true thinker and philosopher who possessed an intelligent, reflective, and solution-oriented method of addressing social issues. The Prophet was able to critically analyze the social conditions of the Jahiliyyah society, identify the sources of human problems, and offer alternatives for change based on monotheism, justice, and humanity [1], [2], [3], [4].

In the current context, particularly in today's digital era, Muslims face significant challenges such as the speed of information, the instant lifestyle, and a crisis of norms due to the influence of global culture. This era, often referred to as Society 5.0, requires humans to interact with technologies such as artificial intelligence, big data, and social media platforms. These conditions have caused many Muslim intellectuals to become trapped in pragmatic thinking, losing their spiritual purpose, and struggling to align digital intelligence with moral and humanistic values. However, as outlined in the study by researcher, the prophetic paradigm can be an answer for the education and development of Muslims who are not only intelligent in technology but also possess good character [5], [6].

The prophetic thinking paradigm teaches three core values: transcendence (relationship with God), humanization (humanizing humans), and liberation (freedom from oppression). If these values are incorporated into the intellectual thought process of Muslims, it will create an intellectual transformation pattern that is not only superior academically but also deeply rooted in spiritual and social purpose. Thus, prophetic thinking can serve as a guide for Muslim intellectuals to remain responsive to technological developments without compromising the values of faith and humanity [7], [8], [9].

This article aims to illustrate how the model of intellectual transformation for Muslims, based on prophetic thinking, can serve as a solution in facing challenges in the digital era, and as a step toward building an Islamic civilization that balances knowledge, faith, and humanity.

Literature Review

Recent work highlights the integration of profetic values—rooted in principles of humanization, liberation, and transcendence—as foundational to addressing moral and educational challenges in the digital age, particularly among youth experiencing moral erosion and digital disorientation; these studies show that incorporating prophetic ethics into curricula and pedagogical frameworks strengthens moral resilience and responsible technology use among Muslim learners [10]. Research in Islamic thought and da'wah transformation underscores that digital challenges require not only technical adaptation but also ethical and epistemological realignment, with scholars calling for digital literacy and ethical guidelines for communicators and educators to preserve the integrity

of Islamic teachings while engaging contemporary audiences [11]. Complementary analyses of educational transformation point to integrating literacy and critical thinking within Islam-based learning models to enhance global competence in the digital era, while highlighting gaps between conceptual frameworks and empirical implementation of these transformative models in real educational contexts [12].

Studies examining prophetic communication in artificial intelligence contexts further extend this literature by demonstrating how technology shifts communicative practices and necessitates new frameworks that balance technological innovation with prophetic authenticity, evidencing an ongoing effort to theorize and operationalize prophetic intellectual transformation amidst digital disruption [13]. Overall, the literature foregrounds a multidimensional approach – blending ethical, educational, and communicative strategies based on prophetic thinking – to equip Muslim intellectuals and communities to navigate the complexities of the digital era while preserving moral depth and spiritual integrity.

Table 2. Literature Review Summary

Topic	Key Findings	State of the Art
Integration of Prophetic Values in Education	Recent studies emphasize integrating prophetic values – humanization, liberation, and transcendence – into educational frameworks, especially for addressing moral erosion and digital disorientation among youth.	The integration of prophetic ethics into contemporary educational curricula to strengthen moral resilience in the digital age.
Digital Challenges and Ethical Realignment	Research highlights the need for ethical and epistemological realignment to address digital challenges, emphasizing digital literacy	Development of digital literacy frameworks that align Islamic teachings with modern digital communication and educational practices.

	and ethical guidelines to preserve Islamic integrity.	
Educational Transformation and Global Competence	Studies focus on integrating literacy and critical thinking into Islam-based learning models to enhance global competence. They also highlight the gap between conceptual frameworks and real-world implementation.	Emerging models for Islam-based learning frameworks that incorporate critical thinking and global competence in the digital era.
Prophetic Communication in AI Contexts	Research demonstrates the shift in communication practices with technology and the need for new frameworks balancing technological innovation with prophetic authenticity.	The exploration of how AI technologies impact Islamic communication practices, requiring a new ethical and epistemological framework.
Multidimensional Approach to Digital Era Challenges	A holistic approach combining ethical, educational, and communicative strategies based on prophetic thinking is proposed to help Muslim communities navigate digital complexities while maintaining moral integrity.	A holistic, multidimensional approach to addressing the moral, educational, and communicative challenges in the digital era based on prophetic thinking.

Method

This study uses a qualitative approach with a focus on the literature review method. The purpose of this research is to explore and analyze scholarly works related to prophetic thinking, prophetic social sciences, and the digitalization of Islamic education. This method involves an in-depth study of various journals, books, and articles that discuss the concept of prophetic thinking, the challenges faced by Muslim intellectuals in the digital era, and the

role of values such as transcendence, humanization, and liberation in intellectual development [10].

A comparative analysis is conducted on various bibliographic sources to identify similar perspectives and emerging themes. This method allows the researcher to highlight the importance of integrating prophetic values into the intellectual practices of Muslim scholars, particularly in facing rapid technological advancements. The study also explores the impact of prophetic thinking in shaping ethical and critical intellectuals, who are capable of navigating the complexities of the digital age [11].

By synthesizing insights from various sources, this research develops a model of intellectual transformation for Muslims based on prophetic thinking. This methodology also emphasizes the application of ethical technology, encouraging Muslim intellectuals not only to excel in technological advancements but also to maintain a balance between knowledge, faith, and character [12].

Result

Based on a systematically analyzed literature review, the results of this research are grouped into several main themes that describe the challenges and opportunities for the intellectual transformation of Muslims in the digital era, particularly in relation to democratic education and multiculturalism.

Crisis of Democratic and Multicultural Awareness in the Intellectual Mindset of Muslims

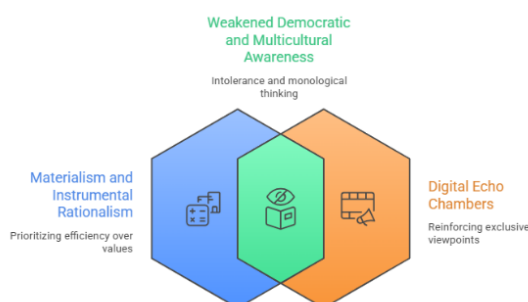


Figure 1. Erosion of Democratic and Multicultural Awareness

The study's findings indicate that the dominance of materialism and instrumental rationalism in the digital era not only affects the spiritual dimension but also weakens the democratic and multicultural awareness among Muslim intellectuals. The rapid flow of information and digital media algorithms tend to create echo chambers that reinforce exclusive, intolerant, and less dialogical attitudes toward differing views, cultures, and identities. In this context, some Muslim intellectuals become trapped in pragmatic and monological thinking, so democratic values such as freedom of thought, equality,

respect for differences, and deliberation have not been fully internalized in intellectual and Islamic educational activities [13], [14].

The Limitations of Islamic Education in Instilling Democratic and Multicultural Values in the Digital Era



Figure 2. Bridging Islamic Education and Democratic Values in the Digital Age

The second theme reveals that Islamic education has not fully integrated democratic and multicultural values into learning practices, particularly in the use of digital technology. Islamic education still tends to emphasize normative obedience and the transmission of knowledge, while the strengthening of dialogue, participation, and respect for diversity has not become a mainstream approach. The study's findings show that the lack of participatory and reflective approaches in Islamic education results in the weakened ability of Muslim intellectuals to be open, tolerant, and just in the digital public space. Yet, the digital era demands democratic skills such as media literacy, communication ethics, and the ability to live in a multicultural society [15], [16].

Prophetic Thinking: Foundation for Democratic and Multicultural Education

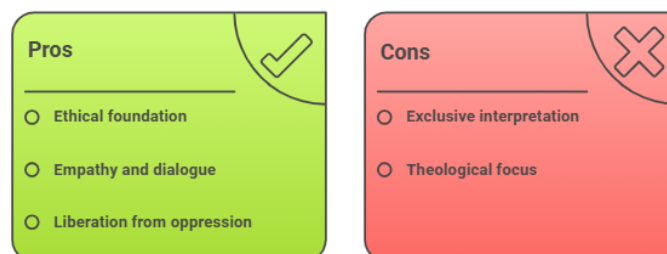


Figure 3. Prophetic thinking in education

The study's findings indicate that prophetic thinking has a strong conceptual alignment with the principles of democratic and multicultural education. The value of transcendence fosters the awareness that every human being has equal dignity before God, serving as an ethical foundation for respecting differences. The value of humanization strengthens empathy, dialogue, and social justice, which are central to multicultural education. Meanwhile, the value of liberation aligns with the democratic spirit of freeing people from oppression, discrimination, and structural injustice. Therefore, prophetic thinking is not merely exclusive or theological; it contains public ethics relevant for building a democratic and multicultural society in the digital era [17], [18].

Integration of Digital Technology, Democratic Education, and Multiculturalism

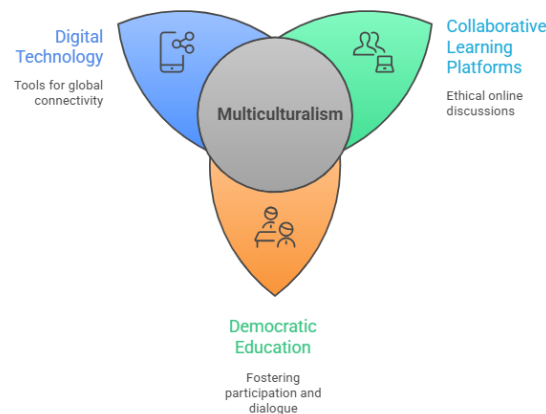


Figure 4. Empowering Democratic and Multicultural Values Through Technology

The next theme shows that digital technology can be a strategic medium for internalizing democratic and multicultural values when guided by a prophetic framework. The study's findings reveal that digital media has the potential to encourage cross-cultural dialogue, strengthen tolerance literacy, and build a participatory and inclusive public space. In the context of Islamic education, technology can be utilized for collaborative learning, ethical online discussions, and the production of educational content that teaches values of diversity, justice, and deliberation. This integration strengthens the role of Muslim intellectuals as agents of peace and social cohesion in a pluralistic society [19], [20].

Stages of Prophetic-Based Intellectual Transformation in Education

The synthesis of the literature results in a prophetic-based model of Muslim intellectual transformation that is relevant for strengthening democratic and multicultural education. The prophetic awareness stage fosters spiritual and ethical awareness of the importance of respecting human dignity and diversity. The stage of integration of knowledge and values reinforces the internalization of democratic principles, dialogue, and justice in thinking and educational processes. The social-digital application stage emphasizes the application of these values in the digital public space through inclusive, participatory, and community-oriented intellectual practices. This model asserts that the intellectual transformation of Muslims in the digital era aims not only to shape individuals who are technologically skilled but also to cultivate digital citizens who are democratic, multicultural, and ethical [21], [22].

Based on the literature review conducted, it was found that the main challenge for Muslim intellectuals in the digital era is the increasing tendency toward materialism and rationalism. Globalization and technological advancements have led many Muslims, particularly young intellectuals, to become trapped in Western secular and pragmatic mindsets, neglecting the spiritual and moral values inherent in Islamic teachings. The current Islamic education system has not been adequately able to respond to these challenges, as it remains traditional and lacks a future-oriented perspective. It was also found that the concept of prophetic thinking, rooted in Kuntowijoyo's idea of Prophetic Social Science (ISP), can be a solution to address these challenges. ISP emphasizes three core values: transcendence (the relationship between humans and God), humanization (treating humans with empathy and justice), and liberation (freedom from oppression) [13], [23].

This prophetic thinking model teaches Muslim intellectuals to be not only academically intelligent but also ethical, socially conscious, and spiritually aware. Additionally, education based on prophetic values can integrate digital intelligence with spiritual intelligence. In this context, digital technology can be utilized to foster religious literacy, digital ethics, social sensitivity, and strengthen the character of Muslim intellectuals [24], [25], [26].

Discussion

The challenges faced by Muslim intellectuals in the digital era are becoming increasingly complex due to the rapid flow of information and changes in lifestyle. This condition often causes individuals to focus more on practical and instant matters, neglecting moral and spiritual values. The prophetic thinking paradigm emerges as a solution to balance technological advancement with holistic Islamic values. Prophetic thinking is not merely about using intellect as

an analytical tool but also as a path to achieving moral and spiritual truth. Through this paradigm, science and technology are not seen as neutral entities, but as tools to support social change based on spiritual, social, and moral values [12], [27], [28], [29].

The importance of integrating prophetic values into Islamic education is also emphasized by scholars such as a researcher, who state that prophetic educators must possess creative, innovative, and noble moral qualities. In facing the Society 5.0 era, Islamic education must go beyond teaching technology; it must also instill deep moral values to produce ethical Muslim intellectuals [30]. Another study also remind us of the importance of reviving the spirit of classical Islamic scholarship, as taught in Bayt al-Hikmah, by integrating religion, science, and morality. In the digital context, technology can be used to build scholarly networks among Islamic universities and expand access to education that is more relevant to the modern world [31], [32].

The model of Muslim intellectual transformation in the digital era consists of three main stages: prophetic awareness, integration of knowledge and values, and social-digital application. The first stage emphasizes the importance of the awareness that knowledge must be rooted in the values of tawhid and Islamic morality. The second stage is the integration of prophetic values in the thinking and creative processes. The third stage is the application of knowledge in the digital world to create educational content, conduct technology-based research, and build beneficial social networks. Through these three stages, Muslim intellectuals are expected to manage technological advancement with prophetic thinking that maintains a balance between intellect, faith, and character. In this way, technology will not overshadow spiritual values but will strengthen them [33], [34].

Conclusion

In general, this study shows that prophetic thinking can be a relevant solution to address the challenges faced by Muslim intellectuals in the digital era. By emphasizing the values of transcendence, humanization, and liberation, prophetic thinking not only helps shape intellectually capable individuals but also fosters balanced moral and spiritual character. In conclusion, the application of a prophetic-based intellectual transformation model in the digital era is crucial for creating innovative, ethical Muslim intellectuals who can utilize technology productively without compromising their faith-based values. This model serves as a foundation for building an advanced and just Islamic civilization, balanced between knowledge, faith, and humanity. The implications of this research are significant for the development of more contextual and progressive Islamic education. The integration of prophetic values into the educational system can

produce a generation of Muslim intellectuals who excel not only in knowledge but also in morality and ethics. Further research is needed to examine the implementation of this model in various Islamic educational contexts globally and explore its impact on the sustainability of Islamic civilization in the future. Moving forward, it is important for educators and educational institutions to pay more attention to incorporating prophetic thinking into their curricula, in order to produce holistic, ethical intellectuals who are ready to face the challenges of the times.

Author Contributions

The sole author was responsible for the conceptualization, methodology, writing – review & editing, investigation, supervision, and project administration.

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Conflict of Interest

The authors declare no conflicts of interest.

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