

The Role of Hindu Religious Education in Instilling Character Values in the Young Generation in the Digital Era

I Ketut Sudarsana*, Gusti Nyoman Mastini

Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Indonesia

*iketutsudarsana@uhnsugriwa.ac.id

Abstract

The development of digital technology in the modern era has a significant impact on the behavior and character of the young generation, both positively and negatively. The emergence of moral crises, declining social ethics, and a lack of role models pose serious challenges in the world of education, especially in shaping students' character. Hindu religious education has great potential in responding to these challenges through the Dharma teachings, which are rich in ethical and spiritual values. This study aimed to examine in depth the role of Hindu Religious Education in instilling character values in the young generation in the digital era. The method used was a qualitative approach with a literature review technique, which involved examining various sources of Hindu religious literature, educational policies, and relevant previous research results. The results indicated that Hindu Religious Education was capable of instilling character values, such as honesty (*Satya*), peace (*Ahimsa*), discipline (*Tapa*), social responsibility (*Yadnya*), and spiritual devotion (*Bhakti*) through an adaptive contextual approach utilizing digital technology. The utilization of digital-based learning media such as *Dharma* discourse videos, religious e-learning, and Hindu-based interactive applications has been proven to increase student engagement in understanding and internalizing character values. In addition, the involvement of teachers, families, and indigenous communities also strengthened the collective instillation of character values. This study concluded that Hindu Religious Education played a strategic role in building the moral and spiritual character of the young generation. The positive utilization of technology and synergy between educational institutions and the social environment were the key to successfully delivering Hindu character education that was relevant to the challenges of the times.

Keywords: Hindu Religious Education; Character; Young Generation; Digital Era

Introduction

The digital era has brought about significant transformations in various aspects of life, including how people obtain information, interact, and undergo the educational process. Rapid technological developments have made access to information high-speed and easily accessible to all groups, especially the young generation. In the world of education, this advancement facilitates the delivery of learning materials through digital media, opening up more flexible and interactive learning spaces (Sinulingga & Nasution, 2024; Mahliah & Setiawan, 2024). Additionally, digitalization encourages the emergence of various technology-based learning innovations that are capable of adapting to the needs of the times (Farid, 2023).

Behind all these conveniences, there are also serious challenges in shaping students' characters. The unfiltered flow of information, provocative or inappropriate digital content, and excessive utilization of social media have had an impact on the mindset and behavior of the young generation (Nurhabibah, Sari & Fatimah, 2025; Arifin, 2025). Phenomena such as declining social empathy, the emergence of instant culture,

and weakening interpersonal communication are apparent symptoms of digital disruption in everyday life. This situation shows that education should not only focus on cognitive aspects, but also emphasize comprehensive character building.

Furthermore, the digital era has brought about deeper challenges, including identity crises and moral decadence among the young generation. The weakening of ethical and spiritual values is a significant concern, as the young generation tends to lose direction in determining the noble values that form the basis for their actions (Wijayanti & Abdurrahman, 2025; Aisyah & Fitriatin, 2025; Yoga, 2025). In this context, religious education, particularly Hindu Religious Education, plays a strategic role as a counterbalance between technological advancement and spiritual needs. Through Dharma teachings and noble Hindu values, students can be guided to develop characters that are not only intellectually intelligent but also morally and spiritually strong.

In facing the fast-paced and complex dynamics of the digital era, character education has become a key pillar in shaping a young generation that is not only intellectually intelligent but also strong in moral and spiritual integrity. Systematic and sustained character education is urgently needed to counteract the negative influences of technological advancements that often distance students from humanistic values (Asrofi, Islah & Hadi, 2025). It is where the importance of integrating noble values into the formal education process lies, which not only teaches knowledge but also shapes a strong character and personality (Fadhilah & Usriadi, 2024).

As an integral part of the national education system, Hindu Religious Education has a strategic position in supporting the mission of character education. Hindu teachings not only discuss theological aspects but also address social life, ethics, and spirituality in a holistic manner (Titib, 2024). Through Hindu Religious Education, students are introduced to principles of life that are in harmony with universal values of goodness, such as honesty, self-control, compassion, and a sense of responsibility. These values form the foundation for building a strong character, especially amid the challenges of the digital era, which often blurs the line between right and wrong.

The sources of Hindu teachings that serve as the foundation for character education are rich and highly relevant to the contemporary context. Sacred texts such as the *Vedas*, *Bhagavad Gītā*, and local wisdom teachings such as *Tri Hita Karana* and *Catur Paramita* contain practical life values that shape the attitudes and behavior of the young generation. For example, the concepts of *Yadnya* and *Dharma* teach the importance of devotion, sacrifice, and sincerely fulfilling one's duties as part of community life (Santika, 2018). Through a contextual and integrative approach, Hindu Religious Education has the potential to serve as a driving force in shaping the character of the young generation to be adaptable to the times while remaining rooted in the noble values of Hindu spirituality.

Although Hindu Religious Education has a wealth of relevant teachings for character building, its implementation in the context of formal education still faces various obstacles. The main challenge faced is the lack of integration between Hindu values and learning approaches that are appropriate for the needs of the digital generation. There are still many conventional and textual learning methods, which are insufficient to attract the interest and active participation of students. As a result, noble values such as *Dharma*, *Satya*, and *Ahimsa* are often not deeply internalized in students' everyday lives.

On the other hand, the demands of the times require a more contextual and adaptive approach to education. Today's young generation lives in a fast-paced, visual, and interactive digital environment (Zuhri, 2021). If religious education, including Hindu Religious Education, is unable to adapt to the characteristics of the current era, then the noble values taught will lose their appeal and relevance (Oktaviani, 2025). Therefore,

systematic efforts are needed to reformulate Hindu Religious Education learning methods by utilizing technology and innovative pedagogical approaches so that character values can be instilled more effectively and sustainably.

Based on these issues, this study aims to critically and practically examine the role of Hindu Religious Education in shaping the character of the young generation in the digital era. The primary focus is on how Hindu teachings can be contextually integrated into a learning process that is relevant to the digital culture of the current generation. This study is expected to contribute to the design of Hindu Religious Education learning strategies, which are not only oriented towards conceptual understanding but also towards the formation of strong, spiritual, and globally competitive character.

This study is based on three main foundations: character education theory, Hindu values derived from sacred texts and local wisdom, and contextual and digital learning theory. First, as defined by Thomas Lickona (1991), character education is a conscious effort to help students understand, internalize, and practice moral values in their lives, encompassing the dimensions of moral knowledge, moral feelings, and moral actions, and integrating these values into all aspects of the teaching-learning process. Second, Hindu teachings as a source of character values offer rich ethical and moral principles, such as *Satya* (truthfulness), *Ahimsa* (non-violence), *Śraddhā* (faith), *Tapa* (self-control), *Daya* (compassion), and *Dharma* (truth), which are contained in sacred texts such as *Vedas*, *Bhagavad Gita*, and local teachings such as *Tri Hita Karana*, *Catur Paramita*, and *Catur Purusa Artha*. All of them have practical relevance in shaping the spiritual and social character of the young generation.

Based on the background described above, this study is designed to formulate and answer two main questions: (1) what is the role of Hindu Religious Education in instilling character values in the young generation in the digital era, and (2) what are the challenges and strategies for strengthening Hindu Religious Education in instilling character values in the young generation in the digital era? In line with the problem formulation, this study aims to (1) analyze the strategic role of Hindu Religious Education in instilling character values in the young generation amid the challenges of the digital era and (2) identify the challenges and strategies for strengthening Hindu Religious Education in instilling character values in the young generation in the digital era.

Method

This study used a qualitative approach with library research as the basis for data collection and analysis. This approach was chosen because it is suitable for exploring in depth the meanings, values, and teachings of Hinduism that are relevant to character education, as well as examining how these teachings can be actualized in the context of education in the digital era. The main data sources in this study included Hindu scriptures such as the *Vedas* and *Bhagavad Gītā*, Hindu religious education textbooks from elementary to secondary levels, relevant scientific journal articles, and national education policy documents that support character building. Data collection techniques were carried out by selecting and reviewing credible literature, both from classical and contemporary sources. Furthermore, the data was analyzed descriptively and analytically, highlighting the relevance of the content to character values, such as *Satya* (truthfulness), *Ahimsa* (non-violence), *Śraddhā* (faith), *Tapa* (self-control), and *Dharma* (righteousness). The researcher also identified how these values can be implemented through contextual and adaptive learning strategies utilizing digital technology. To enhance the data validity and strengthen the argument, this study employed triangulation by incorporating theories and opinions of Hindu education experts, along with comparisons with previous research results discussing character education and digital learning. Thus, this methodology is

expected to provide a comprehensive and applicable overview of the role of Hindu Religious Education in effectively shaping the character of the young generation amid the challenges of the times.

Results and Discussions

1. The Role of Hindu Religious Education in Instilling Character Values in the Young Generation in the Digital Era

The results indicated that Hindu Religious Education played a strategic role in shaping the character of the young generation, especially amid the complex challenges of the digital era. The values of Hindu teachings, which are derived from sacred texts and local wisdom, explicitly contain ethical, moral, and spiritual principles that are highly relevant to be developed in the world of education (Suwindia & Wati, 2023). Values such as *Satya* (truthfulness), *Ahimsa* (non-violence), *Tapa* (self-control), *Śraddhā* (faith), *Dharma* (truth/duty), and *Yadnya* (devotion) form the primary foundation in shaping a character that is morally, emotionally, and spiritually whole.

In its implementation, Hindu Religious Education serves as an educational medium that not only emphasizes cognitive understanding of religious teachings but also encourages the internalization of these values in students' everyday lives. For example, students are encouraged to reflect on and apply moral principles in their interactions within the school environment, family, and community through learning about the concept of *Tri Kaya Parisudha* (pure thoughts, words, and deeds). Additionally, learning about *Tri Hita Karana* reinforces students' awareness of the importance of maintaining harmony with God (*Parahyangan*), fellow human beings (*Pawongan*), and nature (*Palemahan*), which are crucial dimensions in social and ecological character development (Wijaya, 2022; Yasa, Sumadi & Sukabawa, 2025).

However, this study also found that the effectiveness of Hindu Religious Education in shaping character is not yet fully optimal. Conventional teaching practices are still commonly found, lacking contextual relevance and innovation, especially in the use of digital media. As a result, the noble values being taught have not fully reached the affective and psychomotor aspects of the students, even though the young generation today is more responsive to visual, interactive, and technology-based approaches.

To address these challenges, Hindu Religious Education needs to be actualized through more contextual and adaptive strategies. The utilization of *Dharma* discourse videos, Hindu-based quiz applications, educational social media, and the development of e-learning platforms based on *Dharma* values are potential alternatives for instilling character values interestingly and effectively. In addition, the involvement of teachers as role models, the role of parents at home, and the support of indigenous communities in collectively instilling Hindu values are important factors in strengthening the character building of the young generation.

a. Instilling the Values of *Satya* and *Ahimsa*

The value of *Satya*, or honesty, is the primary foundation in building the character of a young generation with integrity. In Hindu teachings, *Satya* is not only interpreted as speaking the truth but also includes harmony between right and sincere thoughts, words, and deeds. Hindu Religious Education instills these values through conceptual teaching and everyday practices, such as stories from the *Mahabharata* and *Ramayana* epics, which feature wise and honest characters. Hindu Religious Education teachers play an important role in fostering students' awareness to uphold the value of *Satya* in every action, whether at school, at home, or in the community.

Meanwhile, *Ahimsa*, or non-violence, is a universal principle in Hinduism that emphasizes the importance of living in peace, mutual respect, and avoiding all forms of

violence, whether physical, verbal, or emotional. In the context of education, *Ahimsa* is applied not only as a prohibition against harming others but also as an attitude of tolerance, compassion, and care for all living beings and the environment. Through learning the value of *Ahimsa*, students are guided to avoid anger, refrain from bullying, and develop empathy in social interactions.

The process of instilling the values of *Satya* and *Ahimsa* in Hindu Religious Education is conducted through an approach that engages students' affective and psychomotor aspects. It is done not only through lectures, but also through value-based discussions, meditation practices, community service activities, and the cultivation of good behavior within the school environment. Teachers encourage students to reflect on their personal experiences in applying honesty and non-violence and provide positive feedback on actions that reflect these values. It makes character education not merely theoretical but integrated into students' real lives (Santi & Nerawati, 2024).

Furthermore, instilling the values of *Satya* and *Ahimsa* is especially important in today's digital culture, which often disregards ethics in communication. Hoaxes, hate speech, and dishonest content present moral challenges for the young generation nowadays. Therefore, Hindu Religious Education needs to utilize digital media wisely to convey the values of *Satya* and *Ahimsa* through interactive media, inspirational videos, and digital stories that engage students' emotional side (Sudarsana & Andriyani, 2024). Thus, the noble values in Hindu teachings can still be instilled in a relevant and contextual manner amid the changing times.

b. Building Discipline Through the Teachings of *Tapa* and *Yadnya*

The teaching of *Tapa* in Hinduism has a broad meaning as a form of self-control, perseverance, and sincerity in living a life based on the values of truth (*Dharma*). In the context of education, *Tapa* can be interpreted as self-discipline training, encompassing learning, behavior, and fulfilling obligations as a student. Through this teaching, students are encouraged to manage their worldly desires, refrain from harmful things, and accustom themselves to living in an orderly and responsible manner. The discipline that grows from asceticism is not merely a result of compulsion, but a form of spiritual awareness born from inner training.

Besides *Tapa*, the teachings of *Yadnya* also play an important role in forming discipline and a sense of social responsibility character. *Yadnya* is a form of sacrifice or devotion carried out sincerely without expecting any reward. In students' lives, *Yadnya* can be manifested through activities such as helping parents, participating in school activities with full responsibility, and being actively involved in social and religious activities. Through the practice of *Yadnya*, students are trained to develop empathy, a willingness to make sacrifices, and an awareness to live not only for themselves but also for others and their surrounding environment (Cahyani, Suwedawati & Prawita, 2023).

Hindu Religious Education teaches that *Tapa* and *Yadnya* are not merely ritual activities, but rather life values that can be developed through habituation and concrete experiences (Utami et al., 2023). Teachers can guide students in applying the principles of *Tapa* through actions such as studying diligently, avoiding cheating during exams, waking up on time, and controlling emotions when facing differences. Meanwhile, the practice of *Yadnya* can be introduced through community service programs, environmental cleanliness initiatives, and mutual cooperation, all grounded in the spirit of sacrifice and sincerity.

Amid an instant digital era that tends to be permissive, the values of *Tapa* and *Yadnya* are highly relevant in fostering a disciplined, resilient, and empathetic young generation. Students need guidance not only to benefit from the convenience of technology but also to build strong character through spiritual practice and social service.

By integrating the teachings of *Tapa* and *Yadnya* into contextual and adaptive learning, Hindu Religious Education can serve as an effective means of shaping individuals who are disciplined, independent, and socially responsible.

c. Strengthening *Śraddhā* and *Bhakti* in the Digital Context

In Hindu tradition, *Śraddhā* is a sincere belief or faith in religious teachings, spiritual teachers, and universal truths. Meanwhile, *Bhakti* refers to a form of devotion and heartfelt love for God (*Ida Sang Hyang Widhi Wasa*) through spiritual practices and tangible actions in everyday life. These two values serve as a vital foundation in shaping the spiritual character of the young generation. In the context of education, strengthening *Śraddhā* and *Bhakti* aims to build a strong spiritual foundation, enabling students to not only be intellectually intelligent but also have a deep inner connection with their religious teachings (Suhardi et al., 2023).

With the advancement of technology, the learning patterns and behaviors of the young generation have also undergone significant changes. They are more accustomed to visual and interactive media than to conventional approaches (Insani & Fuadhiyah, 2025). Therefore, strengthening *Śraddhā* and *Bhakti* needs to be adjusted to the characteristics of the digital era. One effective strategy is the utilization of digital media in Hindu Religious Education, such as the use of *Dharma Wacana* videos, reflective content based on spiritual stories, and e-learning platforms that present religious material engagingly and communicatively. Through this approach, spiritual values are not taught dogmatically, but rather through learning experiences that resonate with students' hearts and minds.

Hindu Religious Education teachers can also utilize applications and social media to share inspirational content that strengthens *Śraddhā* and *Bhakti*, such as quotes from the *Bhagavad Gītā*, daily *puja*, or stories of Hindu spiritual figures. Additionally, students can be encouraged to create digital projects, such as videos of *Śloka* recitations, vlogs documenting *Yadnya* activities, or personal reflections in the form of blogs and podcasts. This approach not only enhances religious literacy but also fosters students' creativity and digital skills, while deepening their spiritual appreciation through a medium that is familiar and relevant to their daily lives (Widiastuti & Raimahayanti, 2023).

Thus, strengthening *Śraddhā* and *Bhakti* in the digital era becomes very relevant and urgent. Technology should not be viewed as a threat to spiritual values, but rather as a modern means for conveying sacred messages in a way that is more easily accepted by the young generation. As long as it is managed wisely and directed towards the values of *Dharma*, digital media can serve as a bridge between the great teachings of Hinduism and the spiritual needs of today's students. Hindu Religious Education has excellent potential to shape a generation of young people who are not only religious but also digitally literate and active in grounding sacred values in modern life.

d. Technology Integration in Learning

The development of digital technology has provided great opportunities for learning innovations in various fields, including Hindu Religious Education. Technology integration has become a strategic step to address the challenges of conventional and less engaging learning for students in the modern era. The young generation nowadays is more interested in visual, interactive, and technology-based approaches. Therefore, Hindu Religious Education teachers need to transform their teaching methods by utilizing digital media as a tool to convey the noble values of Hinduism in a more contextually and enjoyable manner.

One effective form of technology integration is the use of *Dharma* story animation. Through animation, the stories in the *Mahabharata*, *Ramayana*, or tales of Hindu sacred figures can be visually brought to life, making it easier for students to

understand the moral messages and character values contained within them. Stories visualized in the form of animation are easier for students, especially those in elementary and middle school, to understand, remember, and internalize. With this approach, the process of internalizing values occurs not only through reasoning but also through emotional experiences.

In addition, teachers can utilize Hindu-based educational applications, such as a Sanskrit term dictionary, a *Dharma* quiz application, or educational games (edugame) that teach the values of *Satya*, *Ahimsa*, and *Bhakti* interactively. This technology not only makes learning more engaging but also enhances student participation and motivation. In its implementation, teachers can facilitate a process of value reflection after the digital activity, so that students are not merely playing but also understanding and connecting the values with real-life situations (Wiguna, 2021).

Technology integration in Hindu Religious Education does not mean replacing spiritual values with digital sophistication; rather, it involves bridging the delivery of sacred teachings with an approach relevant to the digital generation. The use of digital quizzes, online learning platforms, and multimedia projects based on Hindu teachings can serve as alternatives in providing active, meaningful, and adaptive learning. Thus, teachers not only play the role of knowledge transmitters but also as facilitators who can blend the wisdom of Hindu heritage with the power of 21st-century technology.

2. Challenges and Strategies for Strengthening Hindu Religious Education in Instilling Character Values in the Young Generation in the Digital Era

In the digital era, where information flows without limits, the instillation of character values faces increasingly complex challenges. The widespread presence of negative content, such as verbal violence, pornography, hoaxes, hate speech, and an instant-gratification culture, on social media greatly influences the mindset and behavior of the young generation. Furthermore, misinformation about invalid religious values and the diminishing presence of role models in the surrounding environment cause students to lose direction in determining the moral and ethical standards they should follow. This condition highlights the urgent need for character education, particularly through Hindu Religious Education, which must be addressed seriously and strategically.

In facing these challenges, one of the strategies that can be implemented is the development of an adaptive and contextual Hindu Religious Education curriculum. The learning materials must be able to meet the needs of the times and be packaged with a relevant approach to digital generation students (Wiasti, 2025). For example, teachings about *Dharma*, *Satya*, and *Ahimsa* are not only delivered theoretically but also linked to real issues they face in the digital world, such as ethics in online communication or being wise in filtering information.

The next strategy is to enhance the competencies of Hindu Religious Education teachers, particularly in mastering technology and digital-based pedagogy. Teachers must not only understand Hindu teachings philosophically but also be able to convey them through engaging media that align with students' learning styles (Sukerni & Arini, 2023). Intensive training, the development of digital learning communities, and collaboration among educators are crucial for creating inspiring and adaptive teachers. Additionally, teachers need to be consistent role models in their words, attitudes, and actions, so that students have real-life examples to look up to.

Equally important, strengthening the synergy between schools, families, and indigenous communities needs to be reinforced in the collective effort to instill character values. Parents and the community play a crucial role as primary guides outside the school environment. This collaboration can be realized through community-based education

programs, involving religious leaders in school activities, and integrating *Yadnya* activities into the learning process. By building a harmonious education ecosystem based on Hindu values, the challenges of the digital era in character formation can be faced holistically and sustainably. Therefore, the following strategies can be implemented.

a. Developing Adaptive and Contextual Hindu Religious Education Curriculum

Developing an adaptive and contextual Hindu Religious Education curriculum is a fundamental step in strengthening the character education of the young generation in the digital era. A rigid and overly theoretical curriculum often makes students feel disconnected between religious teachings and their daily life realities. Therefore, the curriculum needs to be designed to be more flexible, contextual, and relevant to the needs of the times. Hindu teachings, such as *Satya* (honesty), *Ahimsa* (non-violence), *Śraddhā* (faith), and *Bhakti* (devotion), must be directly linked to the digital lives faced by students, including social media ethics, responsibility in cyberspace, and a spiritual attitude in the face of globalization pressures.

Furthermore, the learning approach used in the curriculum should be thematic, collaborative, and project-based, encouraging students not only to understand Hindu teachings conceptually but also to internalize them through real experiences (Adnyana, 2021). For example, students can work on social projects based on the value of *Yadnya*, create digital content themed around dharma, or reflect on values through religious vlogs. A curriculum designed in this way not only strengthens spiritual understanding but also equips students with 21st-century skills, such as critical thinking, communication, and digital literacy. Thus, Hindu Religious Education will become more vibrant, meaningful, and capable of addressing the challenges of character building amidst the disruptions of the digital era.

b. Improving Teachers' Competence in Using Technology

The improvement of teachers' competencies in using technology has become one of the key factors in optimizing Hindu Religious Education in the digital era. Teachers play a facilitator and innovator role in the educational process; thus, they are required to be able to utilize various technological devices as media to convey religious values that are more engaging, interactive, and in line with the characteristics of the digital generation. Without mastery of technology, teachers will struggle to reach students who are accustomed to learning through digital platforms such as videos, educational applications, and social media (Negara et al., 2022). Therefore, continuous training programs on digital literacy, multimedia content development, and the use of Hindu-based Learning Management Systems (LMS) need to be prioritized in the professional development of teachers.

More than just operating technology, teachers also need to understand how to align Hindu teachings with innovative and digitally based pedagogical approaches (Saputra, Karya & Salendra, 2022). For example, teachers can design interactive quizzes about the value of *Dharma*, create videos about *Dharma* stories that depict Hindu deities, or host online discussion forums that explore Hindu ethics in everyday life. Thus, learning becomes not only more dynamic and creative, but also capable of fostering students' spiritual closeness through the media they enjoy. A digitally competent teacher serves as a driving force for change, making Hindu Religious Education more relevant, meaningful, and useful in shaping students' character in the modern era.

c. Encouraging the Involvement of Families and Indigenous Communities in Strengthening Hindu Value

Effective character education not only takes place in schools but also requires support and continuity from the family and community environment. In the context of Hindu Religious Education, the family is the first and primary environment for instilling

spiritual values such as *Śraddhā*, *Bhakti*, *Satya*, and *Ahimsa*. Therefore, involving families in strengthening Hindu values becomes a strategic step to ensure that the values taught in schools are also practically applied at home (Handayani, 2023). Parents need to be provided with understanding and training regarding the importance of being role models in religious behavior, guiding children in performing daily prayers, and fostering warm spiritual communication within the family.

In addition to the family, indigenous communities, as guardians of Hindu traditions and local wisdom, also play a crucial role in strengthening character education. The involvement of indigenous leaders, *sulinggih*, and *pemangku* in school activities, such as *Dharma Wacana*, joint prayer sessions, or Hindu philosophy training, will provide students with a deeper spiritual experience. Collaboration between schools and traditional villages can also be realized through community projects based on the values of *Yadnya* or mutual cooperation activities, commemorating Hindu holy day (Sumertini & Sutresna, 2024). Thus, the synergy between educational institutions, families, and indigenous communities will create a holistic and contextual educational ecosystem, making Hindu Religious Education a collective movement in shaping the character of the young Hindu generation who are rooted in the noble values of their ancestors.

Conclusions

Hindu Religious Education has played a strategic role in shaping the character of the young generation, especially amid the challenges of the digital era, characterized by the rapid flow of information, changes in social values, and the weakening of traditional role models. Hindu teachings such as *Satya* (honesty), *Ahimsa* (non-violence), *Tapa* (self-control), *Yadnya* (service), *Śraddhā* (faith), and *bhakti* (spiritual devotion) contain character values that can shape individuals who are morally and spiritually resilient. Through an adaptive, contextual, and technology-based learning approach, these values can be instilled more effectively and relevantly in students' lives nowadays. However, the implementation of Hindu Religious Education still faces challenges, such as the limited use of technology, restricted learning methods, and the lack of involvement from family environments and indigenous communities. Therefore, strengthening the role of Hindu Religious Education requires several strategies, including the development of a contextual and responsive curriculum that addresses the dynamics of the times, enhancing teachers' competencies in utilizing learning technology, and actively involving families and indigenous communities in the character education process. The synergy among these elements will form a holistic educational ecosystem, so that Hindu Religious Education not only becomes a subject but also a foundation for character building among the young Hindu generation living in the fast-paced and dynamic digital era.

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