## The Role Of Islamic Religious Education Teachers In The Digital Era

[1]Sri Lestari, [2]Jupriaman
[1,2]Sekolah Tinggi Ilmu Tarbiyah Al-Bukhary Labuhanbatu Sumatera Utara
*e-mail: [1]srilestari@gmail.com. [2]jupriaman@gmail.com.*

| Info Article | ABSTRACT |
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| **Keywords:** *Role of Teachers, Digital Era, Digital Learning, Islamic Religious Education, Islamic Values* <br><br> | *In today's digital era, access to information is increasingly easy and widespread, allowing students to access various educational and negative sources. Education faces a major challenge in remaining relevant to the progress of the times while maintaining Islamic religious values. Therefore, the role of Islamic Religious Education (PAI) teachers is very important in guiding students to minimize the negative impacts of the digital era. Education is a vital aspect of human development, influencing the formation of children's character and intellect. Based on Law No. 20 of 2003 on the National Education System, education must develop students' spiritual potential, self-control, and moral intelligence. PAI teachers must be able to utilize technology to design creative and interactive learning and supervise students' use of technology. Although digital technology offers many benefits, such as increased effectiveness and efficiency, it also poses challenges in accessing negative content. This study uses a descriptive qualitative approach to describe the strategies of PAI teachers in instilling Islamic values in the digital era. The research findings show that integrating technology into Islamic religious learning can increase students' motivation and access to information. Still, strict supervision is required to prevent the influence of negative content. Teachers must continue to improve their digital competencies and work with parents to create a learning environment that supports student character development and morals.* |

## 1. INTRODUCTION

In the digital era, everything we want can be reached. Because of the power of the digital era, everything can be fulfilled. We are entering a limitless digital era, where people or students can access anything via the internet. Students can also access both educational sites or even pornographic sites. In the digital era, the world of education is full of challenges. However, education must follow the increasingly advanced era while maintaining Islamic religious education's values. Therefore, educators must have a strategy for instilling the values of Islamic religious education, and the role of Islamic Religious Education teachers must be more dominant in helping students or learners minimize the negative things of the digital era.

Education is the most important aspect of life. Humans develop from time to time, along with the times. With adequate education, it is easy to realize national development according to what is expected.

Education is the most important part of human life and can never be abandoned. Along with the development of the era, education is influenced by the era of increasingly rapid globalization, one of which is the development of science and technology that is increasingly rampant so that it has positive and negative impacts namely, children are far from good morals. Children need religious teaching or education about what is good and bad for them. Therefore, parents and teachers must be able to determine the measures of goodness and explore specific things about morals.

National Education System Law Number 20 of 2003 concerning general provisions of the national education system, Article 1 paragraph (1), explains that education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that children actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals and skills possessed by themselves, society, nation and state. (M Gustam. 2010)

Based on the explanation above, education is very important for students' spiritual and intellectual development so that they can develop the potential within themselves to become human beings with noble morals.

In the current digital era, children have habits that teachers and parents must control. The 21st century is the century of knowledge, a century where information is widely spread, and technology is developing. The increasingly interconnected world of science marks the characteristics of the 21st century, so the synergy between them is faster. In the context of the use of information and communication technology in the world of education, it has been proven by the increasingly narrowing and merging of the "space and time" factors, which have so far been the determining aspects of the speed and success of science by humanity. (Syaiful Karim. 2017)

The development of technology in the era of the Industrial Revolution 4.0 has caused almost everything to be done digitally. As a result, human labour is increasingly being replaced by robots/machines. Still, on the other hand, this also has a positive impact on the production system, namely by increasing the level of effectiveness and efficiency of production, and the costs incurred for production are also getting lower. According to Tjandrawinata (2016), this is what is called the application of artificial intelligence in the Industrial Revolution 4.0. (Wandi Adiansah. 2019)

One of the technological developments in the Industrial Revolution 4.0 era is the development of communication technology. Communication that was previously done directly (face to face) or through correspondence, telephone or SMS (Short Message Service) with the increasing development of communication technology today has begun to change, namely by using smartphones. This differs from previous communication media that could only convey messages in the form of voice or writing. Current smartphone technology is equipped with social media that can not only convey voice or written messages but can also convey messages in the form of images, photos, videos, shared locations, various documents and others. In addition, through smartphones, various daily needs can also be met with just one click, such as entertainment needs, transportation needs, ordering food, online shopping, helping with schoolwork, and socializing through social media; even payment methods are now starting to be developed through online payment methods..

## 2. THEORETICAL BASIS

The various conveniences of smartphones connected to the internet have encouraged the number of smartphone users in Indonesia to increase yearly. The e-Marketer report shows that active smartphone users in Indonesia grew from 55 million people in 2015 to 100 million in 2018. Meanwhile, internet users in Indonesia, according to the Indonesian Internet Service Users Association (APJII), in 2017 were recorded at 143.26 million. This number places Indonesia fourth in the world after China, India, and America regarding internet usage. Based on these data, APJII also stated that internet users are dominated by the age of 13-18 years, with a penetration rate of 75.50%. The current fact is that children are already familiar with changes in the digital era, especially with the internet. Research conducted in Surabaya on children aged 6-12 years stated that the respondents who most used the internet for the first time were 8 years old (27%), and what is interesting is that some of the respondents have been familiar with the internet since they were toddlers, namely since 5 years old (12%), 4 years old (4%) and 3 years old (1%). This certainly must be considered by parents because, in addition to seeking information, children aged 10-14 years often watch videos, one of which is on the YouTube site, which has produced extraordinary achievements, namely for 12 years no less than 300 million videos uploaded every minute with the number of viewers reaching 2 billion per month. In addition, social media is the internet content most often accessed, reaching 97.4% or 129.2 million users. (Eka Cahya Maulidiyah. 2018)

Meanwhile, the Indonesian Internet Service Providers Association (APJII) survey results for the 2019-2nd quarter / 2020 period recorded that the number of internet users in Indonesia reached 196.7 million people. This number increased by 23.5 million or 8.9% compared to 2018. The largest number of internet users came from West Java province, which was 35.1 million people. This position was followed by Central Java, with 26.5 million people. Then, East Java, with 23.4 million people. Meanwhile, the number of internet users in North Sumatra reached 11.7 million people and in Banten reached 9.98 million people. The number of internet users in Jakarta reached 8.9 million people. The APJII survey was conducted through questionnaires and interviews with 7,000 samples, with a margin of error of 1.27%. This research was conducted on June 2-25, 2020. Therefore, the internet and smartphones are no longer foreign among junior high and high school students. All children have parental accompaniment, with or without. (Abd Rachman Assegaf. 2007)

Our country has entered a limitless digital era, where people and students can access anything via the internet. Students can also access both educational sites or even porn sites. When the creed or values of Islamic religious education are not instilled in them, they will easily watch unwanted things. Therefore, instilling Islamic religious education values in students is an important aspect of today's limitless digital era. (Muhammad Irfan Syahroni. 2021)

Teachers play more of a role as facilitators and must be able to utilize existing digital technology to design creative learning that enables students to be active and think critically. Teachers must also inspire students to apply thinking algorithms in human self-development. (Wina Sanjaya. 2011)

Teachers face other challenges when learning through gadgets, quotas, and networks. There are obstacles to internet networks for students and teachers who live in areas where it is difficult to get signals, which affects the learning process later. It is known that students who do not have gadgets and are constrained by quotas are a challenge for schools and teachers to find alternative solutions to overcome this by adjusting their learning methods. This scientific work is included in educational, scientific work (Iskandar Bukhari. 2018)

## 3. RESEARCH METHODS

This study uses a qualitative approach with a descriptive method. The qualitative approach was chosen because this study focuses on social phenomena that occur in the context of Islamic religious education in the digital era. Descriptive methods are used to describe and explain the conditions and phenomena observed in depth.

## 4. RESULTS AND DISCUSSION

### a. Research result

Islamic Religious Education Teachers' Strategies in Facing the Digital Era: Based on interviews with Islamic Religious Education (PAI) teachers, several main strategies were found to be used in instilling Islamic religious values in the digital era:

- Technology Integration in Learning: Islamic Religious Education teachers utilize various digital applications and platforms such as Google Classroom, YouTube, and WhatsApp to support learning. They use learning videos, online quizzes, and online discussions to explain teaching materials.
- Digital Control and Supervision: Teachers actively control and supervise students' use of technology. They provide guidance on useful sites and remind students to avoid content that is not in accordance with Islamic values.
- Creative and Interactive Material Development: Islamic Religious Education teachers design creative and interactive learning materials to attract students' interest. For example, the use of infographics, multimedia presentations, and educational games that can be accessed via smartphones or computers.

Students' Views on Islamic Religious Learning in the Digital Era: The results of interviews with students show that:

- Enthusiasm in Learning: Students show high enthusiasm for learning using digital technology. They feel more motivated and actively involved in the learning process.
- Wider Access to Information: Students realize that technology provides wider and faster access to information. They can search for additional references and supporting materials independently via the internet.
- Challenges of Technology Use: However, some students admitted that they were often distracted by irrelevant or negative digital content. This indicates the need for further supervision and guidance from teachers and parents.

Challenges Faced by Teachers and Students: This study also identified several challenges faced in instilling Islamic religious values in the digital era:
- Limited Access and Infrastructure: Not all students have adequate access to technological devices and the internet. This is an obstacle to the implementation of optimal digital learning.
- Teachers' Technology Skills: Some Islamic Religious Education teachers still feel less confident in using technology. They need further training to improve their digital skills.
- The Influence of Negative Content: Easy access to negative content on the internet is a threat to the formation of students' character and morals. Teachers and parents need to work together to provide proper understanding and control.

### b. Discussion

**Technology Integration in Islamic Religious Learning:** Technology integration in Islamic religious learning brings many benefits, such as increased student motivation and wider access to information. However, effective implementation requires the right strategy and strict supervision. Teachers must be able to use technology creatively and interactively to make

learning more interesting. Various digital applications and platforms can help students understand the material better and facilitate more dynamic discussions.

The Role of Teachers as Supervisors and Mentors: Teachers' roles as supervisors and mentors are becoming increasingly important in the digital era. Teachers are tasked with delivering material and guiding students in using technology wisely. They must provide clear guidance on safe and beneficial internet use and remind students about the dangers of negative content. This requires collaboration with parents to ensure consistent supervision at school and home.

**Improving Teacher Digital Competence:** To overcome the challenges of limited technological capabilities, teachers must receive adequate training and support. This training should include digital tools, interactive learning strategies, and digital supervision techniques. With adequate skills, teachers will be more confident in integrating technology into learning and can provide richer and more meaningful learning experiences for students.

Strengthening Students' Character and Morals in the Digital Era: Although technology brings many benefits, the negative influence of digital content must be watched out for. The instillation of Islamic religious values must be carried out continuously and consistently. Teachers and parents must work together to create a learning environment that supports students' spiritual and moral development. In addition, character education programs integrated with technology can help students understand and internalize Islamic religious values in their daily lives.

Overall, this study shows that digital technology can be an effective tool in Islamic religious learning if used wisely and balanced with strict supervision. Teachers have a key role in directing the use of technology to support meaningful learning and build students' noble character.

## 5. CONCLUSION AND SUGGESTIONS

Based on the results of research conducted by researchers on "The Role and Strategy of Teachers in Instilling Islamic Religious Education Values" in students, it can be concluded that the role and strategy of teachers in implementing the instillation of Islamic Religious Education Values in students are as follows: The impact of the current digital era on students includes several deviant acts such as excessive gaming, dating, bullying and watching pornographic films which result in declining school grades, but this can be minimized by implementing rules that require all mobile phones brought to school to be collected in a box provided by the first subject teacher or homeroom teacher. The teacher's strategies or actions in instilling Islamic Religious Education Values in students include preventive actions, through tadarus in the morning before starting the first lesson, dhuhur prayer, dzuhur prayer, kultum and summary of books on noble morals; repressive actions, through guidance and advice, enforcing school discipline, implementing sanctions and calling parents; and curative actions, through suspension and returning students to their parents. Islamic religious values instilled in students include: I'tiqodiyah values, through the instillation of the habit of holding a religious lecture, praying dhuha and praying dzuhur in congregation at school; Khuluqiyah values, through the instillation of politeness, discipline and obedience to the rules; and Amaliyah values, through tadarus activities in the morning before starting the first lesson, praying dhuha, praying dzuhur, religious lectures and summaries of books on aqidah and akhlak.

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