The Role of Islamic Religious Education Teachers in Shaping Students' Digital Literacy in the Modern Era

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ARTICLE INFORMATION	ABSTRACT
 	The development of digital technology has had a significant impact on the world of education, including the learning process of Islamic Religious Education (PAI). PAI teachers are required not only to master religious material but also to possess digital literacy skills to be able to guide students in facing the challenges of the modern era. Digital literacy in this context goes beyond the technical ability to use technology, but also encompasses ethical, critical, and religious understanding of media. Thus, PAI teachers play a crucial role in shaping a generation that is not only digitally literate but also able to use technology wisely in accordance with Islamic values. This study used a library study method by reviewing various literature related to digital literacy, the role of teachers, and Islamic education. The results of the study indicate that PAI teachers have a strategic role in three main aspects: as guides of digital ethics, facilitators of technology utilization in learning, and role models in the wise use of digital media. This aligns with the needs of education in the era of the Industrial Revolution 5.0, where technological mastery must be balanced with the instilling of spiritual and moral values. Challenges that arise include limited teacher digital competence, limited resources, and the rapid flow of negative information that has the potential to damage students' character. However, with the right strategies such as integrating Islamic digital literacy into learning, digital training for teachers, and collaboration with parents, Islamic Religious Education teachers can shape a digitally literate generation that is intelligent and has an Islamic character, so that they are ready to face the complex dynamics of global life.

1. INTRODUCTION

The dramatic changes in education brought about by the development of digital technology have necessitated innovation in various aspects, including the teaching of Islamic Religious Education (PAI). Religious education, previously largely conducted using conventional

approaches, now faces new challenges in the form of the rapid flow of global information, not all of which aligns with Islamic values. This situation requires PAI teachers to function not only as religious instructors but also as mentors for students in navigating the digital world wisely. Digital literacy is a crucial competency for students to be able to filter information, utilize it for beneficial purposes, and avoid negative content. (Talkah & Muslih, 2021)

Students, as the digital generation, often adapt to technology more quickly than their teachers. They are accustomed to using digital devices in their daily lives, whether for entertainment, communication, or learning. However, without proper guidance, this habit can have potentially negative consequences, such as misuse of social media, exposure to misleading information, and even moral degradation due to content that is inconsistent with religious teachings. In this context, Islamic Religious Education teachers play a central role in providing guidance so that students can use technology in a healthy, productive manner, and in accordance with Islamic principles. (Noor, 2019)

Islamic Religious Education (PAI) teachers not only teach religious knowledge in the classroom but also instill moral values in the use of technology. For example, teachers can link Quranic learning to digital ethics, such as the prohibition on spreading false news (hoaxes), which aligns with God's command to always speak the truth. This demonstrates that digital literacy is not a standalone skill but must be integrated with Islamic values so that students are not only technically proficient but also possess moral filters in all digital activities. (Aziz & Zakir, 2022)

Furthermore, Islamic digital literacy education through Islamic Religious Education (PAI) teachers can encourage students to become producers of positive content, not just consumers. Students can be guided to create creative works such as Islamic articles, educational content on social media, or Islamic preaching videos that benefit the community. Thus, digital literacy emphasizes not only technical skills but also fosters awareness that technology is a tool for preaching and devotion, not just entertainment. (Yumarni, 2019)

Based on this background, it is important to further research the role of Islamic Religious Education (PAI) teachers in shaping students' digital literacy in the modern era. This article aims to analyze the roles, challenges, and strategies that PAI teachers can implement to help students become a digitally literate generation while adhering to Islamic values. (Damayanti & Ridwan, 2024)

2. RESEARCH METHODS

This study employed a library research approach. This method was chosen because the topics discussed are more conceptual and analytical in nature, examining theories, previous research findings, and regulations related to education, digital literacy, and the role of Islamic Religious Education teachers. Data were obtained from various sources, including academic books, journal articles, official government documents, research reports, and other relevant scientific publications.

The data collection process involved selecting literature directly related to the theme of digital literacy and the role of Islamic education teachers. The literature used included both classical and contemporary works, from both Islamic and general education perspectives. Therefore, this study not only views digital literacy from a technological perspective but also places it within the framework of Islamic values.

Data analysis was conducted using descriptive-analytical techniques. First, the author identified key concepts related to digital literacy and the role of Islamic Religious Education teachers. Second, the author connected these concepts with previous research findings to identify common ground and differences. Third, the author developed a new synthesis relevant to the needs of modern education.

The advantage of the literature review method is its ability to provide a comprehensive theoretical understanding of a phenomenon. However, its weakness is the lack of quantitative or qualitative empirical field data. Therefore, the results of this study emphasize a conceptual framework that can serve as a basis for further research or the implementation of educational policies.

By using this method, the research is expected to provide a clear picture of the strategic position of Islamic Education teachers in shaping students' digital literacy, the challenges faced, and solutions that can be implemented in the context of Islamic education in Indonesia.

3. RESULTS AND DISCUSSION

Islamic Religious Education Teachers as Digital Ethics Mentors: Islamic Religious Education teachers play a key role as digital ethics mentors. In the virtual world, ethics are often neglected because interactions take place without face-to-face interaction. Many students are carried away by using offensive language, spreading hoaxes, or engaging in cyberbullying. The role of Islamic Religious Education teachers is crucial in instilling Islamic values such as honesty, politeness, and responsibility in digital activities. Thus, the digital literacy developed is not only technical skills but also ethical behavior in accordance with Islamic law. (Dewi et al., nd)

A religious education teacher can integrate these values into daily learning. For example, when discussing Quranic verses prohibiting gossip and slander, the teacher can relate them to the phenomenon of hate speech on social media. This helps students understand that religious rules remain relevant in the modern digital context. In this way, students can recognize that every digital activity they do has moral and spiritual consequences. (Azizah et al., 2024)

Furthermore, Islamic Religious Education teachers also serve as counselors, assisting students in navigating digital ethics issues. For example, when students engage in conflict on social media, teachers can provide guidance on how to resolve the issue in an Islamic manner, prioritizing deliberation, apologizing, and maintaining brotherhood. With this kind of guidance, teachers become not only instructors but also life mentors. (Ramadan, 2018)

The challenge faced in this role is students' lack of awareness of the importance of digital ethics. Many students feel that online activities are separate from moral responsibility. Therefore, Islamic Religious Education teachers must continually instill the understanding that digital footprints are part of our deeds, for which we will be accounted for before God. (Aula Ramadhani et al., 2025)

Thus, the role of Islamic Religious Education teachers as digital ethics mentors is crucial. They not only teach how to use technology but also guide students in using it correctly, in accordance with Islamic guidance, and for the benefit of themselves and society. (Saffawi, 2022)

Islamic Religious Education Teachers as Digital Literacy Facilitators: In addition to serving as ethical guides, Islamic Religious Education teachers also serve as facilitators in digital-based learning processes. Teachers need to utilize various digital media, such as online Quran applications, Islamic learning videos, e-books, and online learning platforms to help students understand religious material in a more engaging and interactive way. In this way, students learn religion not only through conventional texts but also through digital experiences that better suit their learning styles. (Sapriadi, 2024)

The role of facilitator requires teachers to be creative in utilizing technology. For example, teachers can create interactive app-based quizzes to test students' understanding of the hadith, or direct students to participate in online studies by trusted scholars. This makes Islamic Religious Education (PAI) learning more relevant to students' lives, which are closely connected to the digital world. (Al Idrus et al., 2018)

However, this role also requires improving the digital competency of Islamic Education (PAI) teachers. Not all teachers are sufficiently skilled in operating modern technology. Therefore, training and mentoring related to digital literacy for teachers are essential. By improving teachers' digital competency, the learning process can be more effective and adapt to the needs of the times. (Nasution, 2018)

Furthermore, Islamic Religious Education teachers also play a role in guiding students in using technology as a means of preaching. Students can be encouraged to create positive content such as Islamic motivational videos, infographics about morals, or short articles on preaching. In this way, their digital literacy can become a means of spreading Islamic values to the wider community.

Overall, the role of Islamic Religious Education teachers as digital literacy facilitators is crucial to ensure that students are not merely passive users of technology, but are also active in creating useful content based on Islamic values. (Hasanah, 2023)

Islamic Religious Education Teachers as Role Models in Media: The role of Islamic Religious Education teachers extends beyond guidance and facilitation to exemplary behavior. In Islam, good examples, or uswah hasanah, play a crucial role in the educational process. The Prophet Muhammad (peace be upon him) himself successfully educated his companions not only with words, but also through his noble behavior and morals. The same principle applies in the digital age, where Islamic Religious Education teachers must be figures who demonstrate wise behavior in using digital media. (Mustika, 2023)

Islamic Religious Education teachers' exemplary behavior is reflected in their online interactions. Teachers who consistently share positive content, avoid hate speech, and use polite language on social media will serve as role models for students. This attitude will indirectly influence students' behavior on social media. Students tend to imitate their teachers' behavior, both in real life and in digital interactions. (Ss, 2022)

Furthermore, Islamic Religious Education teachers can lead by example by utilizing technology for productive purposes. For example, teachers can maintain blogs or YouTube channels featuring Islamic material, or be active on social media by sharing Quranic quotes and hadiths relevant to everyday life. In this way, teachers not only teach theory in class but also demonstrate real-life practices in utilizing technology for good. (Fitrianingsih, 2020)

However, being a role model in media is not easy. Islamic Religious Education teachers are required to consistently maintain their digital ethics. Every post, comment, or interaction online reflects the values taught in the classroom. This is a significant challenge, as digital role modeling demands a high level of personal integrity. (Hasya, 2023)

Thus, Islamic Religious Education teachers who are able to serve as role models in media use will have a significant influence in shaping students' digital character. They not only teach Islamic ethical theory but also demonstrate how those ethics are realized in the digital world. This will strengthen learning and make it more meaningful. (Ainun, 2025)

Challenges in Implementing Islamic Digital Literacy: While the role of Islamic Religious Education teachers is crucial, there are a number of challenges in implementing Islamic digital literacy. One of the main challenges is teachers' limited digital competency. Not all Islamic Religious Education teachers have the ability to master modern technology. This creates a gap between teachers and students, with students often adapting to technology more quickly than their teachers. (Haq, 2017)

Besides limited competency, facilities and infrastructure are also a major obstacle. Not all schools have adequate facilities, such as a stable internet connection, digital devices, or effective online learning platforms. This hinders teachers' efforts to integrate digital literacy into Islamic Religious Education (PAI) lessons. As a result, students' digital literacy development is not optimal.

Another challenge is the overwhelming flow of negative information online. Students are highly vulnerable to exposure to content inconsistent with Islamic values, such as pornography, online gambling, and radicalism. Islamic Religious Education (PAI) teachers have a crucial responsibility to protect students from these negative influences by providing critical understanding and instilling strong religious values.

Furthermore, students' low awareness of the importance of digital ethics is also a problem. Many students view social media activities as merely entertainment without considering the moral and legal implications. This indicates that the digital literacy being developed tends to be technical, lacking ethical and spiritual aspects.

These challenges demonstrate that implementing Islamic digital literacy cannot be done in isolation but requires support from various parties, including teachers, schools, parents, and the government. Without strong collaboration, Islamic Religious Education teachers' efforts to develop students' digital literacy will struggle to achieve optimal results.

Strategies for Strengthening Students' Digital Literacy: To address various challenges, a systematic strategy is needed to strengthen students' digital literacy. One key strategy is integrating Islamic digital literacy into the Islamic Religious Education (PAI) curriculum. Religious learning materials can be developed using digital media and linking religious concepts to the digital phenomena students encounter. This makes learning more contextual and relevant to their lives.

The next strategy is to improve the digital competency of Islamic Education (PAI) teachers through training and workshops. Teachers need to be trained not only in the technical aspects of technology use, but also in designing effective digital learning that aligns with Islamic values. With adequate competency, teachers can be more confident in utilizing technology for learning purposes.

Furthermore, collaboration with parents is also a crucial strategy. Parents should be involved in supervising technology use at home. Islamic Religious Education (PAI) teachers can collaborate with parents to provide education on digital ethics, so that students receive consistent guidance both at school and at home. Another strategy that can be implemented is encouraging students to become producers of Islamic digital content. Teachers can facilitate activities such as Islamic preaching video creation competitions, writing Islamic blog articles, or creating educational podcasts. In this way, students learn not only to be consumers but also to be creative in spreading Islamic values through technology.

Finally, government policy support is also essential. The government can provide adequate digital infrastructure, create regulations regarding digital ethics, and award schools that successfully develop Islamic digital literacy. With this support, Islamic Religious Education teachers' efforts to develop students' digital literacy will be more easily achieved.

4. CONCLUSION

Based on the study's findings, it can be concluded that Islamic Religious Education teachers play a strategic role in shaping students' digital literacy in the modern era. This role includes guiding digital ethics, facilitating technology-based learning, and providing role models in media use. Islamic Religious Education teachers function not only as teachers but also as mentors, facilitators, and role models, shaping students' digital character in line with Islamic values.

However, the implementation of Islamic digital literacy faces various challenges, including limited teacher competency, inadequate infrastructure, the rapid flow of negative information, and students' low awareness of digital ethics. These challenges highlight the need for a comprehensive strategy to ensure that digital literacy is truly grounded in religious values.

Strategies that can be implemented include integrating digital literacy into the Islamic Religious Education (PAI) curriculum, improving teachers' digital competencies through training, collaborating with parents, empowering students as producers of Islamic content, and providing government policy support. With the right strategies, Islamic Religious Education (PAI) teachers can develop digitally literate students with Islamic character.

This conclusion emphasizes that digital literacy is not just technical skills but also encompasses ethical and religious attitudes. Islamic education teachers play a crucial role in ensuring that students are not only proficient in using technology but also able to use it responsibly in accordance with Islamic guidance.

Thus, Islamic Religious Education teachers are key players in developing a resilient generation of Muslims to face the challenges of the digital era. They are expected to integrate digital literacy with religious education, thus producing a generation that is not only intellectually intelligent but also imbued with noble morals and ready to contribute positively to society.

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