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## **The Role of Islamic Religious Education Teachers in Facing Digital Era Challenges: A Case Study at The Sekolah Indonesia Kuala Lumpur**

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### ***Abstract***

*This article discusses the role and challenges of Islamic Religious Education (PAI) teachers in the digital era. This study aims to answer the question: What is the role of PAI teachers in teaching PAI in the digital era and the challenges faced in teaching PAI in the digital era? The method used is a qualitative approach with a case study at the Indonesian School of Kuala Lumpur. The study involved two informants, namely PAI teachers, and direct observation in the field with data triangulation techniques. The results of the study indicate that PAI teachers play a role as murabbi, mua'allim, and muaddib in guiding students to understand Islamic teachings, especially in the digital era. This study also emphasizes the importance of developing professional competence and cooperation between teachers, parents, and the community to fortify students with Islamic religious values. Adaptation to technology and relevant approaches is essential to creating a young generation that is intelligent and has noble character in the digital era.*

**Keywords:** *Role of Teachers; Challenges; Islamic Religious Education; Digital Era.*

### **Introduction**

The rapid development of information and communication technology (ICT) is inevitable in today's world. The advancement of information and communication technology has brought us into a period known as the digital era. The digital era is defined as a period in life where life has experienced rapid progress, leading to a digital form. Digital comes from the Greek term digitus, which literally means "finger". This term often refers to things related to numbers, especially binary numbers. Binary language is the foundation of digital communication. Technological advances in digital systems have driven the creation of new communication channels, as well as influencing existing communication devices, channels, tools, and information processing methods. This is one of the main drivers behind this communication revolution (Verdinandus Lelu Ngongo and Taufik Hidayat, 2019). The digital era is marked by many individuals, especially the younger generation who utilize digital systems in their daily activities, including in aspects of learning behavior and information distribution (Puji Rahayu, 2019). Not only young people, almost all generations can also utilize technology. This is evident from the data on technology users in Indonesia, which according to the "We Are Social"

report as of January 2023 reached 213 million people or 77% of the total population of 276.4 million people (Wahyuni *et al.*, 2024).

The world of education, in particular, is one of the fields that is greatly influenced by digitalization. This influence is not only seen in educational infrastructure, but also in its content, which includes the models, strategies, methods, and approaches used. In addition, it is also characterized by a shift in the work system from manual (conventional or traditional) to modern, IT-based or digital (Verdinandus Lelu Ngongo and Taufik Hidayat, 2019). Education is something that is very crucial in human life, but we often ignore or even do not understand the essence of education itself. Education is "a deliberate and planned effort to create a pleasant learning environment so that students can actively develop their potential in terms of mental strength, religion, noble character, self-control, intelligence, personality, and skills needed by themselves and society" (Pristiwanti *et al.*, 2022).

Although Islamic religious education is seen as the most ideal because it is based on the Qur'an and Hadith, as well as the thoughts of a number of inspiring figures, philosophers, and mujtahids, in practice there are still many problems that accompany it. Education today cannot be separated from technological developments. With the ease of technology in this digital era, it is hoped that users can learn many things about various fields of education, especially Islamic education (Aziz and Zakir, 2022). In the current era of digitalization and modernization, improving the quality of education, especially in learning, is very crucial. The quality of learning needs to be considered seriously so that the education produced is increasingly qualified. Quality education is the main foundation for advancing and improving superior human resources (Fuad and Sesmiarni, 2025).

In addition, an educator has the most important role in organizing education, especially in learning. The role of a teacher as a professional educator is actually very complex, not only limited to educational interactions that occur in the classroom which are commonly referred to as the teaching and learning profession (Mahera, 2020). The definition of a teacher is someone who dedicates himself to teaching a science and educating, guiding, and training his students so that they can understand the knowledge he conveys (Safitri, 2019).

An Islamic religious teacher is someone who is generally referred to as *ustaz*, *mu'allim*, *murabbiy*, *murshid*, *mudarris*, and *muaddib*, namely individuals who provide knowledge with the aim of educating students and forming their morals so that they become humans with noble morals (Hambali, 2016). As an educator in the field of Islamic religious education, one must be able to master the process of learning Islam well so that it can be applied to students. Islamic Religious Education teachers are certainly very influential in implementing the values of Islamic teachings so that students' intelligence can be directed in learning. In this learning process, the role of Islamic Religious Education teachers is very important. Usman explained that an Islamic religious educator must be able to carry out his role in fulfilling his teaching responsibilities. In relation to Islamic religious education, the main goal of education is to produce a generation of believers who have the character of *ulul albab* and *insan kamil*. Islamic Religious Education teachers are not enough to just apply religious knowledge to their students (knowledge transmission). Teachers must also be able to guide, plan, lead, foster, and function as religious guides for their students (knowledge transfer) (Kartika and Arifudin, 2023).

Especially in the era of digitalization, the challenges faced by Islamic education vary, there are challenges that arise from internal and external sources. Internal challenges lie in the goals of

Islamic education itself, orientation, management of Islamic educational institutions, and the results or output of the learning process. External challenges to Islamic education itself lie in the regulation of global ideology that links science with technological advances. This is based on the results of a study by Fauzan Ismael and Supratman entitled "Islamic Education Strategy in the Digital Era": One of the main challenges of Islamic education in the digital era is to ensure the credibility and authenticity of the material delivered through digital technology. In an era of rapid and abundant information, strict supervision is needed to prevent the spread of incorrect, inaccurate, or un-Islamic content (Ismael and Supratman, 2023). Furthermore, a study conducted by Abdul Azis and Supratman Zakir entitled "Challenges of Learning Islamic Religious Education in the 4.0 Era," noted that mastery or lack of mastery of information and communication technology media is also a major challenge in Islamic religious education. The absence of this aspect has an impact on the weak ability to access various information and important advances in the world of education in particular and global progress in general (Aziz and Zakir, 2022). Therefore, it is a shared responsibility for Islamic education providers to strengthen the values of monotheism and convey morals through the media and Islamic education.

Islamic Religious Education with all its resources is expected to be able to take advantage of opportunities in the digital era to strengthen its position as a pioneer of high-quality education, both in the context of Indonesia and on a global civilization scale. Islamic religious education needs to be able to adapt or transform so as not to be left behind compared to other education models (Nuryadin, 2017). Based on the explanation of the challenges of learning Islamic religious education in the digital era, researchers are interested in conducting research at the Indonesian School of Kuala Lumpur, a national school abroad, with the research title "The Role of Islamic Religious Education Teachers In Facing Digital Era Challenges: A Case Study At The Sekolah Indonesia Kuala Lumpur". Sekolah Indonesia Kuala Lumpur is an educational institution that functions as a place of learning for children of Indonesian citizens living in Malaysia. Given the large number of Indonesian people in Kuala Lumpur, SIKL not only has the responsibility to provide formal education, it is also important to ensure that students remain connected to the values and teachings of Islam. In this case, the role of Islamic Religious Education (PAI) Teachers is very vital. They not only function as teachers, but also act as mentors, motivators, and facilitators in helping students overcome challenges that arise due to technological developments (Adib, 2024).

Although previous studies have identified several challenges, such as the credibility of the material delivered and mastery of digital media (Ismael and Supratman, 2023), there is still a gap in understanding the role of Islamic Religious Education (PAI) teachers in this context. This study aims to answer the question: How can PAI teachers effectively overcome challenges in Islamic religious learning in the digital era?. The novelty of this study lies in the qualitative approach carried out at the Indonesian School Kuala Lumpur, which functions as an educational institution for children of Indonesian citizens abroad. This study will not only provide theoretical contributions regarding the role of teachers in the context of digitalization, but also offer practical solutions to improve the quality of teaching in the modern era. The results of the study are expected to provide new insights into the importance of collaboration between teachers, parents, and communities in facing educational challenges. Thus, through this study, it is hoped that it can strengthen the position of Islamic religious education as a pioneer in high-quality education that is responsive to the development of the times.

## Method

The research method uses a qualitative approach, the qualitative research method is a research method used to understand social phenomena in depth and detail (Haryono, 2023). Qualitative research is a research process that aims to understand human or social phenomena by creating a comprehensive and complex picture that can be conveyed in words, by reporting the views of informants in detail, and making certain arrangements in real life (in nature) to investigate and understand the phenomenon: what happened, how did it happen, and why did it happen? This means that qualitative research is based on the concept of going exploring which involves in-depth and case-oriented studies or a number of cases or single cases (Fadli, 2021).

This research approach is a research approach carried out in the field or case study. This approach is applied by researchers to observe and scientifically process a phenomenon that is closely related to observation and participation, where researchers usually use very detailed field notes (Moleong, 2014). This study aims to describe the reality that is happening and being studied so that it can help researchers obtain real and objective data in order to understand and know "The Role of Islamic Religious Education Teachers In Facing Digital Era Challenges: A Case Study At The Sekolah Indonesia Kuala Lumpur". In this study, data collection was carried out through data triangulation with three main techniques, namely interviews, observation, and documentation.

Researchers conducted in-depth interviews with two Islamic Religious Education teachers at Indonesian Schools in Kuala Lumpur to obtain information about their views on the role of Islamic Religious Education teachers related to the challenges of Islamic Religious Education learning in the digital era. Researchers also conducted direct observations of learning activities to understand the role of Islamic Religious Education teachers and the challenges faced in Islamic Religious Education learning in the digital era. Researchers also sought additional information through online academic articles and books. The data collected was analyzed using inductive qualitative data analysis techniques. The data analysis process includes data reduction, data presentation, and drawing conclusions (Sugiyono, 2020).

## Results

### *Challenges of Islamic Religious Education Learning in the Digital Era*

Challenges can arise due to various factors, such as differences, imbalances, foreign interference, and technological changes. In today's digital era, rapid changes in various aspects of life, including education, have become a major challenge for educators. As an educator in the digital era, you are required to work harder than in previous decades. The development of the digital world often makes the relationship between students and teachers no longer meet expectations. In the past, students saw teachers as a source of new insights and knowledge, but this is not the case today. In addition, students can also face obstacles in the flow of information that does not go through a selection process, so that what they receive from digital information exceeds what they should learn. The digital era will give birth to a "digital native generation", namely a generation that has been born, grown, and interacted with various digital media platforms since birth. If this mechanism is not anticipated properly, a generation will be born that shows deviant social behavior, does not perform well in school, is good at lying, and even does actions that can endanger themselves or others (Afif, 2019).

In the context of learning in the digital era, there are several main concepts that greatly influence the way we learn and access information. Here are a number of concepts that are relevant to learning in the digital era:

1. Online Learning

Online learning provides easy access to learning content without having to be tied to a specific location. In this way, learners can gain knowledge from anywhere and at any time they want. The main advantage of online learning lies in the flexibility of time and place, which allows students to determine when and where they want to learn. In addition, thanks to the various online learning platforms available, students can also choose the learning method that best suits their style and needs.

2. Use of Technology in Digital Era Learning

The digital era presents technological advances in the use of various learning tools, such as mobile gadgets, tablets, computers, and internet connections. This technology offers unlimited access to learning resources, including online courses, e-books, digital learning platforms, and learning videos. Based on a study by Hong, Lin, and Lee, the application of information and communication technology in education has increased the affordability of education and the learning process with the help of technology.

3. Project Based Learning

This approach emphasizes the importance of learning through practical application. In this case, students are given projects or assignments that are relevant to the course material. By using project-based learning, students can develop both practical skills and critical thinking, as they encounter and solve real-world problems.

4. Collaboration and Communication

The digital era opens up opportunities for collaboration and direct communication between students and teachers, both through virtual class discussions and various other communication tools. This creates more active and interesting interactions, and facilitates constructive discussions and exchanges of ideas.

5. 21st Century Skills

Learning in the current digital era requires the development of 21st century skills, such as critical thinking, creativity, collaboration, communication, problem solving, digital literacy, and technology skills. These skills are essential to prepare students to face the challenges of a rapidly evolving world.

6. Personalization in Learning

Along with advances in technology and data processing, teachers can now better understand the needs and learning styles of each student. This opens up opportunities to create a more personalized learning approach, tailored to the characteristics of each student, so that the effectiveness of the teaching and learning process can be increased.

7. Use of Artificial Intelligence (AI)

The use of artificial intelligence technology in learning is increasingly widespread. This technology helps us understand student learning behavior, provides personalized feedback, This system also recommends appropriate learning content, and the integration of artificial intelligence has the potential to increase efficiency and effectiveness in the teaching and learning process. However, we need to remember that the use of technology and learning approaches must

be done wisely and in balance in this digital era. Although technology offers many advantages, direct interaction between teachers and students and traditional learning approaches still play an important role in education

#### 8. Lifelong Learning

Era The digital era has changed the way we understand Learning has undergone significant developments, transforming from just an academic phase for the younger generation to a lifelong process. With unlimited access to various educational resources and content, individuals of all ages now have the opportunity to continue to expand their knowledge and skills according to their individual needs and interests (Akbar *et al.*, 2023).

Islamic Religious Education (PAI) is one of the main pillars in shaping the character and morals of the young generation in Indonesia. However, in carrying out its learning process, PAI is faced with various challenges that need to be overcome. In the digital era, students have unlimited access to information, although this can be an advantage but also poses its own challenges. One of the technological developments in the world of education is in the use of digital platforms, especially those that have brought significant changes in the way students learn. Digital platforms, such as Learning Management Systems (LMS), virtual classroom applications, and social media for education, play a crucial role in improving the quality of education. By facilitating more flexible interactions, providing easier access to various learning resources, and enabling more accurate assessments of the learning process, these platforms are an effective solution. Through the use of this technology, teachers and students can connect without time or location constraints, creating a more inclusive and personal learning environment (Yusra and Sesmiarni, 2025).

The use of digital platforms in learning has increased since the COVID-19 pandemic hit the world in early 2020. This situation has forced educational institutions to adapt to distance learning (PJJ) methods. However, one of the challenges faced is the inequality of access to technology, where a number of students do not have stable internet access or adequate devices. In addition, teachers inevitably have to master digital skills by using digital platforms such as *Zoom*, *GMeet*, *Google Classroom*, *Google Form*, and *seTARA Daring*. Teachers must also be able to manage changes in learning from offline to online learning, if not implemented properly, this can cause a decline in the quality of teaching, including in Islamic Religious Education learning. This aspect also affects student motivation, because direct interaction in the classroom plays a very important role in creating a positive learning environment, while PJJ often makes students feel isolated and lose their enthusiasm for learning. The evaluation system in PJJ is also less effective, with online exams that are difficult to monitor and have the potential to increase cheating. Communication between teachers, students, and parents becomes more complex, often limited to the *Whatsapp* application which can lead to misunderstandings. In addition, the impact of students' mental health during PJJ, such as stress and anxiety due to social isolation, can affect their academic performance (Hayati and Panggabean, 2023).

Parental involvement is also a challenge, as not all parents are able to provide the necessary support for their child's learning. The existing curriculum is not designed for online learning, making it difficult for teachers to adapt teaching methods. Effective collaborative learning in face-to-face classes is also difficult to implement online, reducing the opportunity for students to learn from each other.

From the description above, it is also proven by research showing that the distance learning method (PJJ) is less effective than face-to-face learning (Seftiani, Uswatun and Amalia, 2020). This

was also conveyed by the PAI SIKL Teacher, Mr. Moch Muhajir, S.Pd.I that offline learning is more effective than online learning, because the Sekolah Indonesia Kuala Lumpur provides educational services in the form of formal and informal education (via online).

According to his presentation, students in offline classes are superior in absorbing and understanding learning compared to students in online classes. Even though the COVID-19 Pandemic is no longer ongoing, the use of digital platforms to support PAI learning is still used, so that students' learning resources are varied and interactive. In supporting learners and in the digital era, the Sekolah Indonesia Kuala Lumpur allows junior high and high school students to bring gadgets or digital devices to school. They belong to Generation Z, a generation that was raised in an era of technological advancement, so they are very familiar with digital devices and the internet. They often use various digital platforms for communication, entertainment, and learning. The use of gadgets in Islamic Religious Education (PAI) learning in the current digital era has a significant impact, both in terms of positive and negative. On the one hand, gadgets allow wider access to information, allowing students to search for various learning resources such as e-books and videos that can deepen their understanding of PAI material. However, on the other hand, the use of gadgets also brings challenges, such as the potential for distraction that diverts students' attention from learning, dependence on technology that can reduce critical thinking skills, and health problems due to excessive use (Setiadi, Maryati and Mubharokkh, 2024).

For Generation Z, social media has become an inseparable part of their daily lives. Although it offers many benefits, there are also some negative impacts that need to be considered, especially related to learning Islamic Religious Education. One of the most obvious impacts is impaired focus, where students who are active on social media tend to have more difficulty concentrating during Islamic Religious Education lessons, because they often check notifications and other information, which in turn reduces their productivity and understanding of the material. In addition, social media is often a source of unverified information, which can be dangerous for students, as they may be exposed to ideologies or teachings that deviate from the principles of true Islam, creating confusion and misunderstanding.

The influence of social media is also seen in students' social behavior, where interactions that occur more online reduce their ability to communicate directly, thus eliminating the opportunity to discuss religious values and share experiences directly. Another negative impact is on mental health, where the pressure to show a perfect self-image on social media causes stress, anxiety, and self-dissatisfaction, which can distract from the religious values being taught. In addition, social media can damage the relationship between students and teachers, creating tension that can disrupt the classroom atmosphere and reduce the effectiveness of teaching. The quality of Islamic Religious Education learning is also affected, because students who are more focused on social media tend to miss important information, which can result in a shallow understanding of Islamic teachings. Alienation from the religious community is also a problem, because students who are more connected to the virtual world may be less involved in local religious activities, reducing the opportunity to learn from the experiences of others.

### ***The Role of Islamic Religious Education Teachers in the Challenges of Islamic Religious Education Learning in the Digital Era***

In Islamic education, a teacher has the responsibility to support the development of students by paying attention to every potential and tendency they have, including emotions (emotions and attitudes), cognition (rational thinking), and psychomotor (abilities) (Imamah, Pujianti and Apriansyah, 2021). The role of the Islamic Religious Education teacher is as a *murabbi*, *mua'allim* and *muaddib* at the same time. The term "murabbi" refers to the figure of a religious teacher who should be a wise and learned rabbi in the science of *al-Rabb*. A *murabbi* not only has knowledge, but also an attitude of responsibility and compassion. In his role, the *murabbi* functions as a motivator, guide, leader, and protector for students. An educator is expected to act in accordance with the principles of education, be in front of students as a role model, engage in interactions to motivate, and observe and supervise various learning activities. In addition, the term "mu'allim" describes the need for teachers who are pious, or who have a deep mastery of theoretical knowledge, are creative, and highly committed to developing knowledge.

They are also expected to have a life outlook that always upholds scientific values. *Mu'allim* functions as a teacher who focuses on developing human cognitive aspects, enriching insight, and changing attitudes and mindsets. Through this process, it is hoped that changes can be created in actions and ways of working. Meanwhile, *muaddib* includes the integration of knowledge and virtue. Literally, *muaddib* is a figure who has noble morals and character. In a broader sense, they are educated and cultured individuals, so they have the moral rights and abilities to improve society. Their role is very important in preparing future national leaders who have integrity. They represent an ideal self-image, as well as good examples and role models for their students (Kartika and Arifudin, 2020).

Based on the explanation above, it can be concluded that the role of Islamic Religious Education (PAI) teachers is very important. This role is not only limited to cognitive aspects, but also includes affective and psychomotor abilities. Therefore, in order to become a professional educator, there are several important skills that a teacher must have. A teacher's basic competence is determined by the extent to which he is sensitive to the weight of his potential and tendencies. The quality of teacher competence is a very vital aspect in creating an effective and productive learning environment. One important step in improving the quality of education is to continue to develop the competence of teachers. Based on a report from the World Bank (2020), there are still many schools in Indonesia that lack facilities and resources, so that students' access to quality education is limited. Therefore, effective educational planning needs to allocate resources efficiently, in order to create a learning environment that supports personal development, social skills, and students' academic achievement (Gusnita *et al.*, 2025). Therefore, teachers are encouraged to continue to improve their skills in order to meet the criteria as a professional. The competencies required for teachers are regulated in Law Number 14 of 2005 concerning Teachers and Lecturers, specifically in Chapter IV, Article 10, Paragraph 91, which explains: "Teacher competencies include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education" (Hersan and Murtafiah, 2022). The Competencies of Islamic Religious Education Teachers (GPAI) include several important aspects, including:

1. Pedagogical competence: includes understanding the characteristics of students and creating a conducive atmosphere in the classroom.



2. Leadership skills: are important skills for an Islamic religious teacher to be able to influence others effectively.
3. Personal competence: Teachers should have a strong personality and be role models for students and the community.
4. Social skills: A teacher needs to have good communication skills, not only with students, but also with colleagues and the community in general.
5. Professional competence: Teachers need to have broad and in-depth knowledge of the material being taught, choose and use various teaching methods in the teaching and learning process they organize (Hambali, 2016).

According to the results of the author's interview with the PAI SIKL Teacher, Mr. Moch Muhajir, S.Pd.I, stated that the role of PAI Teachers in the digital era is to fortify students with strong faith, take a personal approach to students, PAI Teachers as Role models for students (giving examples of commendable attitudes and morals), being good at filtering existing information, and being alert to the post-truth era. The role of Islamic Religious Education (PAI) teachers in the digital era is very crucial in forming strong faith in students. Amidst various challenges of information and post-truth phenomena, where lies can easily disguise themselves as truth, the existence of PAI Teachers is becoming increasingly important. In this context, teachers must build strong faith in students with a relevant approach, such as developing a curriculum that links religious teachings with contemporary issues and utilizing digital media for interactive learning. A personal approach is also important, where teachers need to understand the character and needs of each student, build good relationships, and provide individual guidance for those who need special attention.

## Discussion

The challenge of integrating religious values in students is also the biggest challenge for Islamic Religious Education (PAI) teachers in the digital era. The influence of social media, which is filled with negative or irrelevant content, makes it more difficult for students to understand and internalize religious values, while moral and ethical challenges arise when they are faced with content that can influence their behavior and attitudes (Asraf, 2024). Therefore, it is very important for educators to develop relevant curricula and create supportive learning communities. In addition, they also need to collaborate with parents and the community to ensure the implementation of religious values outside the school environment. With this step, it is hoped that religious values can be well integrated into Islamic Religious Education (PAI) learning can be carried out more effectively and relevantly in the digital era. This is expected to produce a generation that is not only academically intelligent, but also has a strong and ethical character.

As a role model, Islamic Religious Education teachers must demonstrate commendable attitudes and morals, live their lives according to religious teachings, and participate in positive social activities to inspire students. For example, Islamic Religious Education teachers remind students about the importance of prayer and set an example and invite students to pray on time because prayer is a pillar of Islam, and when learning begins, the teacher asks students about the implementation of prayer. In addition, teachers must be good at filtering information by teaching digital literacy, providing valid sources, and explaining the context of religious teachings in everyday life. Especially Gen Z is very familiar with social media, especially the *TikTok* application, where the spread of information is very fast and dangerous (Damayanti and Gemiharto, 2019). The need for a vigilant

attitude towards the post-truth era is also very important, teachers need to build critical thinking skills in students, instill values of truth, and encourage open discussions on issues related to misinformation. In anticipation of this, Islamic Religious Education teachers invite parents to collaborate in supervising and protecting children from negative influences in the digital era, efforts made by actively asking or providing the latest information to students and parents with the *WhatsApp* group application. With this active and responsive role, Islamic Religious Education teachers can help the younger generation maintain strong beliefs and become individuals with noble morals amidst the challenges of the times, especially in the digital era. This is in line with the presentation of Islamic Religious Education Teacher SIKL Mr. Riko Sudirman Basuwar, S.PD., M.S.I. who stated that Islamic Religious Education is needed at all times.

### Conclusion

In the era of rapid digitalization, Islamic religious education (PAI) is faced with various challenges in learning. The influence of social media, which is filled with negative or irrelevant content, makes it more difficult for students to understand and internalize religious values, while moral and ethical challenges arise when they are faced with content that can influence their behavior and attitudes. PAI teachers have a very important role in facing these challenges, by integrating religious values into the learning process and adjusting teaching methods to align with technological developments. The role of teachers as *murabbi*, *mua'allim*, and *muaddib* is very important to help students understand and apply Islamic teachings, especially amidst the rapid flow of information that exists today.

The application of technology in education, such as online learning and the use of social media, provides wider access but also carries distractive risks that can affect the focus and quality of students' understanding. Therefore, it is very important for Islamic Religious Education (PAI) teachers to develop appropriate professional, social, and pedagogical skills, as well as establish good relationships with students and parents. With the right approach, teachers can empower students to have a strong commitment to faith through a personal approach to students. PAI teachers as Role models for students (providing examples of commendable attitudes and morals), are good at filtering existing information, and are alert to the post-truth era. Collaboration between teachers, parents, and the community is very important in ensuring that religious education remains relevant and effective in supporting the self-development of the younger generation, especially in the digital era that we are currently living in, it is important to adapt its methods and approaches.

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