

Strategies of Islamic Religious Education Teachers in Strengthening Students' Religious Character the Digital Era in Senior High School 1 Tapango

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Abstract: The advancement of digital technology has transformed students' learning patterns while simultaneously presenting challenges for strengthening religious character. High levels of engagement with social media, digital games, and various internet platforms influence students' behavior, values, and moral awareness, requiring Islamic Religious Education teachers to adopt adaptive educational strategies. This study aims to analyze the strategies employed by Islamic Religious Education teachers at SMAN 1 Tapango to strengthen students' religious character in the digital era. The study utilizes a field research approach with a descriptive qualitative method. Data were collected through observation, interviews, and documentation, and subsequently analyzed using qualitative descriptive techniques. The findings reveal that Islamic Religious Education teachers implement four primary strategies: habituating religious activities, modeling religious behavior, supervising and guiding social media usage, and fostering collaboration between the school and parents. The success of these strategies is supported by school policies and the active involvement of the principal, teachers, and parents; conversely, excessive use of social media and digital games, along with low student participation in religious activities, serve as major obstacles. The study concludes that strengthening religious character in the digital era requires an integrated approach combining habituation, role modeling, digital guidance, and sustained cooperation between schools and families to ensure that technological advancements are positively leveraged in shaping students' religious character.

Keywords: *Islamic Religious Education Teacher; Religious Character; Digital Era; Students.*

Abstrak: Perkembangan teknologi digital telah mengubah pola belajar peserta didik sekaligus menghadirkan tantangan dalam penguatan karakter religius. Tingginya penggunaan media sosial,

permainan digital, dan berbagai platform internet mempengaruhi perilaku, nilai, serta kesadaran moral peserta didik sehingga guru Pendidikan Agama Islam dituntut menerapkan strategi pendidikan yang adaptif. Penelitian ini bertujuan menganalisis strategi guru Pendidikan Agama Islam dalam memperkuat karakter religius peserta didik di era digital di SMAN 1 Tapango. Penelitian ini menggunakan pendekatan penelitian lapangan dengan metode kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa guru Pendidikan Agama Islam menerapkan empat strategi utama, yaitu pembiasaan kegiatan keagamaan, pemberian keteladanan melalui perilaku keagamaan, pengawasan dan pendampingan penggunaan media sosial, serta penguatan kolaborasi antara sekolah dan orang tua. Keberhasilan strategi tersebut didukung oleh kebijakan sekolah, keterlibatan kepala sekolah, guru, dan orang tua, sedangkan penggunaan media sosial dan permainan digital secara berlebihan serta rendahnya kesadaran peserta didik dalam mengikuti kegiatan keagamaan menjadi faktor penghambat utama. Penelitian ini menyimpulkan bahwa penguatan karakter religius di era digital memerlukan pendekatan yang terintegrasi melalui pembiasaan, keteladanan, pendampingan digital, serta kerja sama yang berkelanjutan antara sekolah dan keluarga agar perkembangan teknologi dapat dimanfaatkan secara positif dalam membentuk karakter religius siswa.

Kata Kunci: Guru Pendidikan Agama Islam; Karakter Religius; Era Digital; Siswa.

Pendahuluan

The advancement of digital technology has transformed nearly every aspect of human life, including how learners study, interact, and shape their life values (Salsa Nurhabibah et al., 2025). The integration of the internet, social media, learning applications, and artificial intelligence (AI) has created a learning ecosystem that is more open and flexible, no longer constrained by space or time. In Indonesia, this transformation is unfolding rapidly. (Nurhemah & Rahma, 2024). A survey by the Indonesian Internet Service Providers Association (APJII) indicates that the number of internet users in Indonesia reached 221.56 million in 2024 representing approximately 79% of the population with Generation Z constituting a significant segment.

These developments bring various opportunities to the world of education. Digital technology enables learners to access a wider range of learning resources, enhances learning effectiveness, strengthens communication between teachers and students, and fosters the creation of more interactive learning innovations. However, the rapid influx of digital information also presents increasingly difficult challenges for teachers in cultivating students with a religious character (Kia & Majesty, 2025). The ease of accessing various types of content without adequate digital literacy skills can potentially influence students' mindsets, behaviors, and value systems (Nurhemah & Rahma, 2024). Phenomena such as declining communication ethics, reduced social concern, a lack of discipline, and a tendency to imitate negative behaviors found on digital media indicate that technological advancements impact not only educational aspects but also student behavior.

In this context, strengthening religious character has become an increasingly urgent necessity. Religious character is not merely defined as a student's ability to perform acts of worship; it is also manifested through honesty, discipline, responsibility, tolerance, and social concern, as well as the capacity to use religious values as a foundation for decision-making amidst the dynamics of digital life (Riantina, 2025). Consequently, religious education can no longer focus solely on the transfer of religious knowledge; it must also succeed in internalizing Islamic values so that they become an integral part of students' daily behavior. This challenge calls for an educational process capable of achieving a balanced integration of technological proficiency and the formation of religious character.

In this endeavor, Islamic Religious Education (PAI) teachers play a highly strategic role. They serve not merely as conveyors of instructional material but also as educators, guides, motivators, and facilitators, while acting as role models in shaping students' character. The changing characteristics of the digital generation require teachers to possess not only pedagogical and professional competence but also the ability to develop learning strategies that adapt to technological advancements. These strategies encompass leading by example, fostering the habituation of Islamic values, utilizing digital media as an educational tool, strengthening digital literacy grounded in

Islamic values, and building synergistic collaboration among schools, families, and the community (Setiawan et al., 2026). Consequently, technology is not viewed as a threat to character education; rather, when managed appropriately, it serves as a medium that can be leveraged to reinforce the internalization of religious values.

Other studies have also found that digital literacy contributes to shaping students' social character within Islamic Religious Education (PAI) instruction. Furthermore, various studies affirm that Islamic education plays a vital role in fostering ethical digital citizens through the internalization of moral and religious values (Parawansah et al., 2026). However, most of this research has tended to focus on the effectiveness of digital media, digital literacy, or character education in isolation. Studies that comprehensively integrate the role of Islamic Religious Education teachers as key agents in strengthening students' religious character amidst the challenges of the digital era remain relatively limited.

Given these circumstances, this study offers a distinct perspective by positioning Islamic Religious Education teachers as the central focus in the process of strengthening religious character within the digital era. The study's novelty lies in its synthesis of various strategies that Islamic Religious Education teachers can employ integrating religious instruction, role modeling, habituation, and digital literacy, alongside collaboration with parents and the school community into a unified approach that adapts to technological advancements. This approach is expected to contribute conceptually to the field of Islamic Religious Education while offering practical recommendations for teachers to design instruction that is not only relevant to the times but also effective in fostering students' religious character.

Based on the preceding discussion, this study aims to analyze the various strategies employed by Islamic Religious Education teachers to strengthen students' religious character in the digital era. The findings are expected to enrich the body of knowledge regarding Islamic Religious Education, particularly concerning the development of instructional strategies that adapt to digital transformation without neglecting the internalization of Islamic values.

Research Method

A descriptive qualitative method was employed. Qualitative research can be defined as a method used to examine subjects in their natural settings. It deals with the ideas, perceptions, opinions, and beliefs of the subjects elements that cannot be quantified numerically. In this study, the theoretical framework was not imposed in a way that would force a conclusion; rather, the aim was to obtain a comprehensive picture of the subject from the human perspective.

Neuman notes that qualitative data analysis can be conducted using various models, such as those based on similarities and differences. In the similarities model, analysis involves constructing detailed descriptions of social data gathered in the field, followed by the formulation of preliminary conclusions. Through this process, a new conclusion is derived by examining the actual realities observed in the field. The data utilized in this study were obtained through a literature review. The collected data were subsequently analyzed using a descriptive analysis method. This method entails describing facts followed by analysis; it goes beyond mere description to provide adequate understanding and explanation.

Result and Discussion

The research results indicate that Islamic Religious Education (PAI) teachers at SMAN 1 Tapango employ various strategies to strengthen students' religious character in the digital era. These strategies extend beyond classroom instruction on religious material to include the habitual practice of religious activities, teachers setting an example through religious conduct, and the supervision and guidance of social media usage. The implementation of these strategies is supported by the involvement of the principal, teachers, and parents in creating an environment conducive to shaping students' religious character. The findings also reveal factors that both facilitate and hinder the process of strengthening religious character amidst the rapid advancement of digital technology. Based on data from interviews, observations, and documentation, the findings are analyzed across four sub-themes: strategies for habituating religious activities; teachers setting an example through religious conduct; supervision and

guidance regarding social media use; and the factors supporting or hindering the strengthening of religious character in the digital era.

Strategy For Cultivating Religious Practices Through Habituation

Observations and interviews indicate that the Islamic Religious Education (PAI) teacher at SMAN 1 Tapango implements strategies to foster religious habits through activities such as morning Quran recitation (tadarus), congregational Dhuhr prayer, Friday short religious talks (kultum), and prayers before and after lessons. These activities are conducted in a structured manner and have become part of the school culture in shaping students' religious character. The PAI teacher explained:

Mrs. Ummi: Every morning, students participate in Quran recitation and congregational prayer so that they become accustomed to practicing religious teachings in their daily lives.

In addition to conducting religious programs on a regular basis, teachers also provide supervision and guidance to ensure that students participate in the activities with discipline. This was also stated by the Islamic Religious Education (PAI) teacher, who noted:

Mr. Nindar: We continue to guide students so that they do not merely participate in activities out of adherence to school rules, but also understand the importance of worship in their lives.

Research findings indicate that fostering religious habits is the primary strategy employed by Islamic Religious Education (PAI) teachers to strengthen students' religious character. Through activities such as tadarus (Quran recitation), congregational prayers, and kultum (short religious talks), students gain firsthand experience in practicing religious values; consequently, the learning process does not stop at the level of knowledge but evolves into habits deeply ingrained in their daily lives.(Thoha & Fajri, 2025).

Consistent habituation facilitates the internalization of religious values among students. Values such as discipline, responsibility, religious observance, and concern for others are cultivated through repeated experiences (Bakir & Listrianti, 2026). From the perspective of character education, habituation is an effective method because character is not formed instantly but rather through consistent practice (Hidayah et al., 2025). hese

findings align with Thomas Lickona's character education theory, which asserts that character develops through sustained good habits (Ningsih et al., 2025). Consequently, the religious habituation program at SMAN 1 Tapango serves not merely as a routine school activity but also as a strategic means of shaping the religious character of the students.

Teachers' Exemplary Religious Behavior

Observations and interviews indicate that Islamic Religious Education (PAI) teachers strive to strengthen students' religious character by setting an example through their own daily attitudes and behaviors. This modeling is demonstrated through discipline, courtesy, responsibility, and consistency in performing acts of worship. Teachers do not merely convey religious subject matter in the classroom; they also endeavor to exhibit behavior that reflects Islamic values in every activity within the school environment (Asma'ul Amiludiyah et al., 2026). Through daily interactions, teachers cultivate habits such as exchanging greetings, praying before and after lessons, maintaining cleanliness, respecting teachers and peers, and performing acts of worship punctually (Ulya et al., 2026). These efforts are undertaken to provide students with tangible examples of how religious teachings are applied in everyday life.

Teachers also believe that instilling religious character is more effective through behavioral example than through the mere delivery of theory (S. Munawaroh et al., 2025). Therefore, teachers strive to ensure their attitudes, speech, and actions align with the values taught to students. Consistent role modeling is expected to foster positive habits and heighten students' awareness regarding the practice of religious behavior, both at school and within the family environment. The Islamic Religious Education (PAI) teacher explains:

Mrs. Umami: Teachers must set an example in their speech, conduct, and acts of worship, because students tend to imitate what they see.

In addition to setting a direct example, the teacher also provides guidance to students who exhibit behavior inconsistent with religious values. The Islamic Religious Education (PAI) teacher stated:

Mr. Nindar: We strive to foster understanding among the students in a constructive manner, encouraging them to willingly correct their behavior.

Research findings indicate that a teacher's role-modeling is a crucial factor in shaping students' religious character. Students tend to emulate the behaviors they observe daily; consequently, a teacher's attitudes and actions significantly influence the character development of learners (Azis & Siagian, 2025). In Islamic education, role-modeling or *uswah hasanah* is regarded as an effective educational method for cultivating moral character. When teachers demonstrate consistency between their words and actions, students find it easier to accept and internalize the values being taught. Conversely, a discrepancy between speech and behavior can diminish the effectiveness of character education (Sukmawati et al., 2026). These findings also align with Bandura's social learning theory, which posits that individuals acquire new behaviors through processes of observation and imitation (Putri, 2025). Therefore, teachers serve not merely as conveyors of instructional material but also as role models whom students look to when developing religious behaviors.

Supervision And Guidance Of Social Media Use

Research findings indicate that the primary factors supporting the strengthening of students' religious character at SMAN 1 Tapango stem from the support of the principal, teachers, and parents. Synergy between the school and the family helps create an environment conducive to the development of students' religious character. This support is manifested through various school policies that integrate religious values into daily activities such as the practice of reading the Quran, performing congregational prayers, observing major Islamic holidays, and engaging in other religious activities. Furthermore, teachers serve not only as educators but also as mentors who actively guide and motivate students to apply religious values in their everyday lives.

The role of parents is also a crucial factor in supporting the success of the religious character-building program implemented in schools (Ningsih et al., 2025). Parents provide supervision, foster habits of worship at home, and support the various religious activities in which students participate at school. Alignment between the education provided at school and the practices cultivated within the family environment

helps students gain a consistent experience in applying religious values. An Islamic Religious Education (PAI) teacher explained:

Mrs. Umami: Parents provide supervision, foster habits of worship at home, and support the various religious activities in which students participate at school.

Alignment between the education provided at school and the practices developed within the family environment helps students gain a consistent experience in applying religious values. An Islamic Religious Education (PAI) teacher explained:

This collaboration is evident in the support for the school's religious programs, the monitoring of student behavior, and the communication between teachers and parents regarding student progress. Such sustained support fosters consistency in character education across both the school and home environments. Conversely, the study identified obstacles to strengthening students' religious character specifically the influence of social media, excessive gadget use, and a lack of awareness among some students regarding participation in religious activities. Islamic Religious Education (PAI) Teacher 2 stated:

Mr. Nindar: Some students are more interested in social media and digital games, necessitating more intensive supervision from both schools and parents.

Research findings indicate that the supervision and guidance of social media usage are crucial factors in strengthening students' religious character at SMAN 1 Tapango. Support from the school principal, teachers, and parents helps create an environment conducive to fostering religious character by monitoring student behavior and instilling religious values both at school and at home (Khairina & Hafidz, 2026). Collaboration between the school and the family enables students to gain consistent experience in applying religious teachings to their daily lives (L. Munawwaroh, 2025). Furthermore, effective communication between teachers and parents facilitates the monitoring of social media usage, thereby guiding students to utilize technology in a positive and responsible manner.

Excessive use of social media and digital games hinders the strengthening of students' religious character (Endrawan et al., 2026). Some students prefer spending time on social media over participating in activities that foster religious character development. These findings align with Bronfenbrenner's ecological systems theory,

which posits that individual development is shaped by interactions across various environments including family, school, peers, and the digital realm. As part of the digital environment, social media influences students' behavior and character. Continuous supervision helps students use social media wisely and maintain consistency in applying religious values in their daily lives.

Factors Supporting and Hindering The Strengthening Of Religious Character In The Digital Era

Research findings indicate that the primary factors supporting the strengthening of students' religious character at SMAN 1 Tapango stem from the support of the principal, teachers, and parents. This support is manifested through school policies that integrate religious practices into daily routines, such as Quran recitation, congregational prayers, brief Friday religious talks, and various other religious activities. Teachers also play an active role in guiding, supervising, and motivating students to apply religious values in their daily lives.

The role of parents serves as a crucial supporting factor in shaping students' religious character. Parents foster habits of worship at home, monitor their children's behavior, and support the various religious programs organized by the school. Alignment between the education provided at school and within the family helps students gain a consistent experience in practicing religious values. The following are the results of an interview with Islamic Religious Education (PAI) Teacher 1:

Mrs. Umami: Cooperation between the school and parents is highly beneficial in shaping students' religious habits.

This collaboration is evident in the support for the school's religious programs, the monitoring of student behavior, and the communication between teachers and parents regarding student progress. The study also identified several factors hindering the strengthening of students' religious character. The most significant obstacles stem from excessive social media use and digital gaming, as well as a lack of awareness among some students regarding participation in religious activities. These conditions lead some students to prefer spending their time on digital activities rather than on

activities that foster religious character. The following is an interview with Mr. Nindar, an Islamic Religious Education (PAI) teacher:

Mr. Nindar: Some students are more interested in social media and digital games, necessitating more intensive supervision from both schools and parents.

Research findings indicate that the successful strengthening of students' religious character is influenced by support from various parties surrounding the learners. Support from school principals, teachers, and parents creates an environment that fosters religious behavior through consistent habituation, supervision, and role modeling (Krisnawardani et al., 2025). A supportive environment enables students to gain ongoing religious experiences, ensuring that religious values are not merely understood as knowledge but are also embodied in daily behavior (Ardiansah, 2026). These findings align with Bronfenbrenner's ecological systems theory, which explains that individual development is influenced by interactions among the various environments surrounding the person, such as family and school. An environment that provides positive support facilitates the development of character and behavior consistent with the values being instilled.

Social media and digital games pose challenges to the process of strengthening students' religious character (Ramadhan & Hidayat, 2024). High-intensity use of digital media leads some students to focus more on entertainment activities than on pursuits that foster spiritual and moral development (Ramadhan & Hidayat, 2024). This situation demonstrates that the digital environment significantly influences the shaping of students' behavior (Pratiwi et al., 2026). Bronfenbrenner's perspective explains that the digital environment constitutes part of the developmental context, capable of exerting both positive and negative influences on the individual (Victoria & Eliasa, 2024). Supervision and guidance provided by teachers and parents help students use technology more wisely and steer their social media usage toward activities that support learning and the reinforcement of religious character (Bilo et al., 2026). Therefore, collaboration between schools and families is a crucial factor in addressing the challenges of character education in the digital era.

Conclusion

Islamic Religious Education teachers at SMAN 1 Tapango play a crucial role in strengthening students' religious character in the digital era. These efforts are carried out by fostering religious habits, setting an example through their own attitudes and behavior, and supervising and guiding social media usage to ensure students utilize technology wisely. The strategies implemented go beyond merely delivering religious content in the classroom; they aim to shape religious habits, awareness, and behavior in the students' daily lives. Consequently, the strengthening of religious character becomes more effective, as religious values are not only understood theoretically but also manifested in concrete actions.

The successful strengthening of students' religious character is also supported by collaboration among schools, teachers, and parents in creating an environment conducive to character development. This synergy helps foster consistent habits across both school and home settings. Nevertheless, the rise of social media and digital games remains a significant challenge, as these can divert students' focus from religious activities. Therefore, ongoing supervision, guidance, and cooperation are essential to ensure students can adapt to technological advancements without abandoning the religious values that have been instilled in them

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AL-MUNAWWARAH : JURNAL PENDIDIKAN ISLAM

P-ISSN : 2088-8503 | E-ISSN : 2621-8046

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DOI: <https://doi.org/10.35964/al-munawwarah.v18i2.813>

Kunci Perkembangan Pendidikan Karakter Siswa: Kajian Teori Ekologi Urie Bronfenbrenner. *INNOVATIVE: Journal Of Social Science Research Volume, 4*, 4627–4638. <https://doi.org/https://j-innovative.org/index.php/Innovative>
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