Implementation of Islamic Education Values in Building Students' Character in The Digital Era At SMP IC Darussalam

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Abstrak

This research explored the integration of digital technology with Islamic-based character education. The main goal is to analyze how Islamic Religious Education values are applied to shape student character in the context of technological advances. The study focuses on the processes, strategies, and approaches used by teachers, as well as the challenges they face in integrating technology with religious education. Using a qualitative descriptive approach, data was collected through interviews, observations, and document analysis. This research concluded that at SMP IC Darussalam, the application of Islamic religious education (PAI) values to build student character involves a holistic approach, incorporating morals, worship, belief, and Islamic history. This structured curriculum focuses on real-life applications, particularly in the context of technology and social media. The integration of e-learning platforms enables students to access religious materials online, while activities like Dhuha prayers and Quran recitations nurture spiritual habits. Teachers and staff serve as role models, reinforcing PAI values, and extracurriculars like scouts promote social awareness. Collaboration with parents ensures that these values are internalized at home. To address challenges such as technology dependence, the school emphasizes responsible tech use and enhances teachers' skills, ensuring religious values are integrated into digital learning.

Introduction

Islamic Religious Education is one of the important components in the formation of students' character (Ainiyah, 2013). In the context of Islamic education, the instillation of religious values is not only limited to teaching religious theories, but also includes the application of Islamic values in everyday life. In the digital era, the role of Islamic education is increasingly crucial in facing various challenges that arise due to technological developments and globalization. The digital era is marked by the revolution in information and communication technology that has changed various aspects of human life, including education

(Bambang Warsita, 2014). Islamic education in this era is required to adapt to rapid and dynamic changes. The learning process that used to be more face-to-face is now starting to shift to technology-based learning such as e-learning, educational applications, and social media (Nafi'ah, 2021). so that in the end, Islamic Religious Education must also utilize digital technology as a means to convey Islamic teachings to students.

However, the use of this technology should not be limited to teaching tools. Islamic education must be able to utilize technology to strengthen the understanding and application of Islamic values in everyday life (Lestyaningrum dkk., 2022). This is so that students continue to have a strong moral and spiritual foundation even though they live in the midst of an unlimited flow of information. Behind the various opportunities presented by the digital era, there are also major challenges for Islamic Religious Education. One of the main challenges is how Islamic education can compete with the flow of global information that is often not in line with Islamic values (Mahsun, 2013). Information spread in cyberspace is often not filtered properly and can influence the mindset and behavior of students, especially those who are still in the development stage.

The digital era also presents challenges in the form of changes in learning methods and social interactions (Yustitia, 2024). Students tend to be more individualistic and spend more time in cyberspace than interacting directly with their environment. This condition can affect the formation of students' characters which should be built through healthy social interactions and familiarization with religious values.

One of the negative impacts caused by the development of digital technology is the occurrence of moral degradation among the younger generation. Easy access to content that is not in accordance with religious and social norms is one of the main causes of moral decline. Students who do not yet have a strong character foundation are easily influenced by consumer culture, hedonism, and individualism which are often promoted through digital media (Siringoringo & Alfaridzi, 2024). This moral degradation is seen from various phenomena such as increasing cases of cyberbullying, the spread of hoaxes, and increasing deviant behavior among teenagers. This condition is certainly a serious threat to the formation of students' characters which should be built based on religious values.

Character is a fundamental aspect of a person that reflects moral and ethical qualities (Walker & Thoma, 2017). In education, the character of students must be formed through a continuous learning process and based on the values of truth, honesty, responsibility, and discipline (Suwartini, 2017). However, in the digital era, the formation of student character faces various new challenges that require a special approach. Students today live in a digitally connected world, where they interact not only with their surroundings, but also with cyberspace. Therefore, character formation in the digital era must include the ability of students to behave positively, both in the real world and in cyberspace. They must have a strong moral awareness to filter the information they receive and be able to apply religious values in every digital activity they do.

Islamic Religious Education has a strategic role in building the character of students, especially amidst the challenges of the digital era. As a fortress that strengthens character education, Islamic Religious Education must be able to instill Islamic values sourced from the Qur'an and Hadith into the souls of

students. These values include noble morals, honesty, responsibility, discipline, tolerance, and simplicity (Rahmasari dkk., 2024). Through a holistic approach, Islamic Religious Education not only functions as a subject taught in class, but also as a foundation in forming the attitudes and behavior of students in everyday life. Islamic Religious Education teachers must play an active role in providing good examples and facilitating an interactive learning process that is relevant to the challenges of the times.

SMP IC Darussalam is a school that has a vision to produce students who excel in academic achievement and have strong characters based on Islamic values. In facing the digital era, SMP IC Darussalam has made various efforts to integrate technology into the learning process, without neglecting the importance of character education. This school realizes that the digital era presents various challenges for the moral and spiritual development of students. Therefore, the implementation of Islamic Religious Education values is used as the main foundation in shaping the character of students. Every student at SMP IC Darussalam is educated to have noble morals, not only in real life, but also in their digital activities.

SMP IC Darussalam applies various methods to ensure that the values of Islamic Religious Education can shape the character of students effectively. One of the methods applied is an integrative approach between religious education and technology learning. This aims to make students not only academically intelligent, but also have a deep understanding of Islamic teachings and be able to apply them in everyday life. In addition, the school also implements religious programs such as mentoring activities, routine studies, and moral development that are carried out in a structured manner. All of these activities are designed to instill Islamic values in students, so that they can become individuals with noble morals amidst the challenges of the digital era.

In the digital era, the challenges in building students' character are increasingly complex. However, with proper implementation, Islamic Religious Education can be a strong fortress in forming students who are not only intelligent, but also have noble morals (Firmansyah dkk., 2023). In the era of globalization and rapid technological development, character education based on Islamic values becomes essential to shape a morally upright generation capable of facing modern challenges. This character education aims not only to equip students with knowledge but also to cultivate strong social and spiritual attitudes. The application of Islamic values in education, both through learning activities and the use of technology, plays a significant role in creating ethical and moral students. Islamic character education can shape students' social attitudes by instilling discipline, responsibility, and compassion. Likewise, core learning activities can foster sympathy and empathy among students. Moreover, the closing activities of Islamic religious education can also develop openness and teamwork skills among students (Naima dkk., 2024).

Implementing character education based on emotional and spiritual intelligence is crucial because it greatly impacts emotional calmness and enhances students' enthusiasm for spiritual life. This also positively influences the quality of learning, making it more enjoyable, creative, inspiring, and meaningful. Furthermore, students become inspired and motivated to apply Islamic character values in their daily lives, such as caring, courtesy, honesty, and responsibility.

These values contribute to a positive school climate and significantly influence the improvement of students' morality and mentality as they prepare to face global competition in the future (Mulyadi, 2023). The implementation of Islamic education in the digital era can also increase the effectiveness of student learning and their interest in studying. However, there needs to be supervision and regulation by the school in the use of technology to avoid negative impacts. Therefore, integrating technology into education must be done wisely to ensure that Islamic character formation remains strong and relevant (Mas'ula & Hakim, 2023).

SMP IC Darussalam has shown that through the integration of Islamic values and technology, strong character education can still be realized amidst the rapid flow of information and social change.

Furthermore, the research entitled Implementation of Islamic Religious Education Values in Building Character of Students in the Digital Era at SMP IC Darussalam has the specificity of exploring the integration of digital technology in Islamic Religious Education learning. With an effort to balance the use of technology and Islamic-based character education, which has not been widely discussed in the context of Islamic boarding school-based high schools. This study aims to determine the implementation of Islamic Religious Education values in building the character of students at SMP IC Darussalam in the digital era. This objective explores the processes, strategies, and approaches applied in implementing Islamic Religious Education values for the development of student character in the digital era. The next objective is to determine the challenges and solutions faced by Islamic Religious Education teachers in integrating religious values with digital technology in learning at SMP IC Darussalam. Focusing on the obstacles that arise and the efforts made to balance the use of technology and education of religious values. The benefit of this study is to provide recommendations for educators in optimizing technology as a tool in the education of Islamic values without sacrificing the essence of character formation. The novelty of this study lies in the holistic approach that combines digital technology with Islamic Religious Education learning, which is rarely found in other studies.

Research Methods

Type of Research

The type of research used in this study is qualitative research with a descriptive approach. Qualitative research aims to understand social phenomena in depth through the collection of narrative or textual data, not numerical (Abdussamad, 2021). Qualitative descriptive research seeks to accurately describe the phenomenon being studied, in this case the implementation of Islamic Religious Education values in building the character of students in the digital era. This research can also be classified as a case study because it focuses on SMP IC Darussalam as the main research subject.

Data Source

The data sources in this study are divided into two, primary data sources and secondary data sources. Primary data sources were obtained directly from research participants, in this case including Islamic Religious Education teachers, students, and school management at SMP IC Darussalam. This data was collected through interviews, observations, and field documentation. Meanwhile, secondary data

sources are in the form of literature, journals, books, and other related documents that support the analysis of the phenomena being studied.

Research Procedure

The research procedure involves several systematic stages that are adjusted to the type of descriptive qualitative research. First, the researcher collects initial information to understand the school context and the PAI learning process implemented at SMP IC Darussalam. Next, the researcher prepares research instruments such as interview guidelines and observation sheets that will be used to gather information from participants. After the instruments are ready, the research enters the data collection stage by conducting direct observations in class, in-depth interviews with teachers and students, and collecting relevant documents such as the PAI syllabus and character building notes. All data obtained is then organized and sorted to enter the next stage, namely data analysis.

Data Collection Techniques

Data collection techniques in this study were carried out through several methods (Kusumastuti & Khoiron, 2019). Namely; Interviews were used to explore the views of Islamic Religious Education teachers and students regarding the implementation of Islamic Religious Education values in everyday life, especially in the context of using digital technology. Observations, carried out to directly observe how the learning process takes place and how character values are instilled in students through learning activities and daily interactions at school. Documentation, researchers collected important documents, such as lesson plans, school activity reports, and learning materials related to the instillation of Islamic religious values.

Data Analysis Techniques

Nilamsari (2014) said that he analysis process is carried out through several stages: Data reduction, where researchers sort and simplify data to make it easier to analyze. Only data that is relevant to the focus of the research is retained. Data presentation, reduced data is presented in narrative or table form that allows researchers and readers to understand the research findings. And drawing conclusions, after analyzing the data thoroughly, researchers draw conclusions based on the findings obtained, which are then linked to existing theories and literature.

Data Validity Techniques

In qualitative data analysis, data validity is also checked through a triangulation process, namely by comparing results from various data sources to ensure the validity of the findings.

Discussion

Implementation of Islamic Religious Education Values in Building Student Character at SMP IC Darussalam in the Digital Era

The digital era has brought significant changes in the world of education (Sindi Septia Hasnida et al., 2023), including in the implementation of the values of Islamic Religious Education (PAI). At SMP IC Darussalam, teachers and institutions face challenges in forming students' characters based on Islamic values, especially when interactions with digital technology increasingly dominate students' daily lives. Implementing PAI values requires a strategic approach

(Harahap & Rohman, 2024), which does not only focus on cognitive aspects, but also affective and psychomotor aspects of students.

Holistic Approach in PAI Learning

A holistic approach is needed to ensure that character education through PAI values is not only delivered through teaching materials, but also through example, social interaction and a conducive learning environment (Syarif, 2018). At IC Darussalam Middle School, the implementation of religious values is carried out through several aspects, namely:

Structured classroom learning. PAI teachers at SMP IC Darussalam structuredly teach Islamic religious material which includes morals, worship, aqidah and Islamic history. Apart from that, the material is also equipped with case studies and interactive discussions regarding how students can apply Islamic values in everyday life, especially in the context of using technology and social media.

Technology integration in learning. The use of technology is an integral part of the learning process in the digital era. SMP IC Darussalam has implemented an e-learning platform that allows students to access religious learning materials online. Educational videos, Islamic articles and applications related to Islamic religious education are supporting tools for building students' Islamic character. Technology is also used to monitor students' activities in cyberspace, ensuring that they use social media and the internet wisely in accordance with Islamic values.

Familiarization with Islamic Values in the School Environment

Habituation is the main strategy in instilling character (Anggraeni et al., 2021). At SMP IC Darussalam, PAI values are implemented through daily activities in the school environment:

Routine religious activities. Every morning, students are required to participate in the Dhuha prayer together, read the Koran, and do morning dhikr. This activity aims to build spiritual awareness from an early age, which is expected to form positive habits and build Islamic character.

Tahfidz and Islamic studies program. SMP IC Darussalam also has a tahfidz (memorizing the Koran) program as part of strengthening religious values. Apart from that, Islamic studies are regularly held to discuss various moral and social issues that are relevant to students' daily lives, including how to maintain ethics in cyberspace.

Islamic use of social media. As part of character development in the digital era, schools teach students to use social media in a way that is in accordance with Islamic teachings. They are taught how to filter information, maintain etiquette in communicating online, and avoid negative content such as hoaxes, slander, or hate speech. This education is combined with learning Islamic digital ethics, teaching students to become "digital citizens" with noble morals.

Exemplary Role of Teachers and School Staff

Implementation of PAI values does not only occur in the classroom, but also through the example set by teachers and school staff (Rahmasari et al., 2024). Teachers at SMP IC Darussalam are expected to be role models in terms of daily behavior, such as honesty, discipline, responsibility and politeness. Interaction between teachers and students at school is an important means of character formation, where teachers provide concrete examples of the application of Islamic values in everyday life.

Application of Character Education in Extracurriculars

Extracurriculars are an important means of shaping students' character. At SMP IC Darussalam activities such as Islamic scouts, religious organizations, and social activities that actively involve students also support strengthening PAI values. Students are taught to collaborate, share and care for others, all of which are reflections of Islamic values. These activities also teach students to use technology as a tool for good, such as creating online Islamic social campaigns.

Collaboration with Parents

Parents have an important role in shaping students' character at home, especially in supervising the use of technology (Anatasya & Rahmawati, 2024). SMP IC Darussalam collaborates with parents to ensure that the values taught at school continue to be internalized at home. Parents are given education and guidance on how to direct their children to use technology in an Islamic manner, as well as monitor their children's behavior in cyberspace.

Evaluation and Continuous Development

SMP IC Darussalam carries out regular evaluations of the implementation of PAI values to ensure their effectiveness in shaping student character. Evaluation is carried out through various methods, such as affective assessment, observation of student behavior, as well as feedback from teachers and parents. Based on the evaluation results, schools continue to develop new approaches that are more relevant to technological developments and student needs in the digital era.

Implementation of the values of Islamic Religious Education at SMP IC Darussalam in building student character in the digital era is carried out through a holistic approach involving classroom learning, familiarization with Islamic values, teacher example, and collaboration with parents. The use of technology not only as a learning tool, but also as a means to strengthen Islamic character amidst the challenges of the digital era, makes students able to face the dynamics of globalization while still upholding religious values.

Challenges and Solutions Integrating Religious Values with Digital Technology at SMP IC Darussalam

The digital era has brought a major transformation in the world of education, including in the teaching of Islamic Religious Education (PAI) (Hajri, 2023). Digital technology provides opportunities to enrich learning, but on the other hand creates challenges in maintaining and integrating religious values into learning (Abdul Sakti, 2023). At SMP IC Darussalam, PAI teachers also feel this challenge in their efforts to shape students' characters based on Islamic values

amidst the widespread use of technology. Therefore, it is very important to identify obstacles and formulate solutions to balance the integration of technology with religious teaching.

Some of the main challenges faced by PAI teachers at SMP IC Darussalam in integrating religious values with digital technology include:

Excessive reliance on technology. Technology, although very helpful in delivering material, can also lead to over-reliance on digital media. Some students tend to focus on technological aspects and pay less attention to the essence of the religious values material being taught. This risks reducing students' awareness of the importance of character building based on Islam. Interference from inappropriate digital content. In the digital era, students have easy access to various platforms and content that are not always in line with Islamic values. PAI teachers face difficulties in monitoring students' digital activities outside the classroom, so they cannot fully control the negative impact of information circulating on the internet. Lack of teacher technology skills. Even though PAI teachers at SMP IC Darussalam strive to integrate technology in teaching, some of them may still lack skills in using technology effectively. This affects their ability to utilize digital media as a truly effective educational tool in instilling religious values.

The gap between interactive learning and the application of religious values. Technology often offers interactive learning methods, but the focus on visual aspects and games can distract students from core religious values. Teachers must be able to ensure that these interactive elements continue to support the main goal, namely character development.

In facing these challenges, Islamic Religious Education teachers at SMP IC Darussalam have tried to implement various solutions as follows:

Wise and targeted use of technology. Islamic Religious Education teachers have started to use technology selectively and in a targeted manner, for example through learning platforms that support Islamic values, such as digital Quran applications or learning videos with noble moral themes. Thus, technology is not just a tool to attract students' attention, but also as a means of conveying religious values.

Guidance and supervision of digital content. Islamic Religious Education teachers work with parents and schools to provide stricter supervision of the content accessed by students. One effort is to provide guidance on sites or applications that are useful and in accordance with Islamic teachings, as well as providing advice on how to use technology positively.

Improving teachers' technological competence. The school provides training to improve the technological competence of Islamic Religious Education teachers. This training includes the use of learning applications, interactive media, and the development of digital content that supports religious learning. With better skills, Islamic Religious Education teachers can be more effective in integrating technology into the Islamic Religious Education curriculum.

Integration of religious values in technology materials. Islamic Religious Education teachers also directly link the use of technology with religious values. For example, they teach ethics in using the internet according to Islamic teachings, such as maintaining manners when using social media, or explaining the importance of maintaining privacy and ethics in digital communication. This

helps students understand that religion is relevant in all aspects of life, including in the digital world.

Development of collaborative learning programs. Islamic Religious Education teachers at SMP IC Darussalam also develop collaborative learning programs between students and teachers that focus on problem solving or group discussions related to issues relevant to digital life and religious values. Thus, students can be more actively involved and understand the importance of religious values in everyday life, including when dealing with technology.

Islamic Religious Education teachers at SMP IC Darussalam face significant challenges in integrating religious values with digital technology. In the modern educational landscape, technology has become an indispensable tool, but its rapid adoption comes with its own set of difficulties. Teachers are required to navigate the tension between preserving traditional religious values and adapting to a digitalized classroom environment. This creates a need for a careful balance between religious teachings and the use of technology, especially given the growing reliance on digital platforms in education.

One major obstacle is the heavy dependence on technology, which can sometimes overshadow the moral and ethical aspects of education. Students, in particular, may become more focused on the allure of technological gadgets rather than on the religious values that underpin their education. For IRE teachers, ensuring that technology serves as a means to reinforce, rather than detract from, Islamic teachings requires careful oversight. Teachers must ensure that students remain rooted in their religious values while benefiting from the advantages that technology offers. In addition, the presence of inappropriate digital content presents a unique challenge. The vast expanse of online material, much of which is readily accessible, poses the risk of exposing students to ideas and content that conflict with Islamic teachings. This concern requires teachers to be vigilant in curating appropriate resources and guiding students toward content that supports their moral and religious growth. Safeguarding the integrity of religious education in the digital space necessitates a strategic approach to content management and the cultivation of critical thinking skills in students.

Another critical issue is the limited technological skills of some teachers, which can hinder effective integration of technology in religious education. Many IRE teachers may not have received formal training in the use of digital tools, making it difficult for them to seamlessly incorporate technology into their lessons. To address this gap, professional development programs focused on enhancing technological skills are essential. By equipping teachers with the necessary expertise, they can confidently navigate the digital landscape while maintaining the religious character of their teachings.

Despite these challenges, there are promising solutions that can help bridge the gap between technology and religious values. Wise and thoughtful use of technology, combined with efforts to improve teacher skills, can ensure that Islamic values are effectively integrated into digital learning environments. This approach helps maintain a balance between embracing technological progress and upholding the Islamic character of students, preparing them for both the digital age and a life rooted in their faith.

Conclusion

The implementation of Islamic Religious Education values at SMP IC Darussalam in building the character of students in the digital era is carried out holistically through technology integration, habituation of Islamic values, teacher role models, and collaboration with parents. The use of technology, such as e-learning and social media, is utilized wisely to strengthen religious education without reducing the essence of Islamic character formation. In addition, structured classroom learning, routine religious activities, as well as tahfidz programs and Islamic studies are also important components in the character building process. With this comprehensive approach, students are expected to be able to utilize technology positively, face the challenges of the digital era while adhering to Islamic religious values, and become individuals with strong character in facing globalization.

Overall, the challenges faced by Islamic Religious Education teachers at SMP IC Darussalam in integrating religious values with digital technology reflect the complex dynamics of education in the modern era. Problems such as excessive dependence on technology, interference from inappropriate digital content, lack of teacher technological skills, and the gap between interactive learning and the application of religious values are the main obstacles. However, the solutions implemented, such as the wise use of technology, monitoring digital content, improving teachers' technological competence, and integrating religious values into technological materials, provide an effective way out. These efforts not only help overcome challenges but also maintain a balance between technological advancement and Islamic character building, ensuring that technology supports, rather than distracts from, the goals of religious education.

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