HOW'S STUDENT CHARACTER IN DIGITAL ERA? A COMPREHENSIVE STUDY OF PAI TEACHERS ROLE IN SHAPING STUDENTS' RELIGIOUS CHARACTER

Article Info

Author(s):
Munawaroh [1*]
Akhmad Khoiri [2]

* Author's Email Correspondence:
munaw3382@gmail.com
https://orcid.org/0009-0009-5880-1269

Affiliation:
[1-2] Pendidikan Agama Islam, Institut Agama Islam Darul Fattah Lampung, Lampung 35145, Indonesia,

Abstract

In the digital era, technological developments affect almost all aspects of life, including education. Technology brings easy access to information but also has the potential to give rise to value deviations in the younger generation. Islamic Religious Education (PAI) teachers have a big responsibility in shaping students' religious character so that it remains in line with Islamic values even though they are faced with changing times. Purpose this study focuses on exploring and analyzing data related to the Role of PAI Teachers in Forming Students' Religious Character in the Digital Era at SMPIT Daarul Ilmi. The research method is descriptive qualitative. The results of the research show that PAI teachers at SMPIT Daarul Ilmi use various creative, technology-based approaches to integrate religious values into students' lives, while managing the challenges that arise. Through the use of technology and learning based on religious values that are relevant to digital life, PAI teachers at SMPIT Daarul Ilmi can help students develop characters who are not only intellectually intelligent but also morally and religiously. Namely honesty, responsibility, discipline, empathy and social concern, respect and tolerance.

Keywords: *PAI Teacher, Religious Character, Digital Era, Technology, Character Education*

INTRODUCTION

Digital transformation in the world of education has a great impact, both positive and negative, on the development of students' character, especially in terms of religious values. Islamic Religious Education (PAI) teachers play a strategic role in shaping students' religious character, a quality that is increasingly important in the midst of moral and ethical challenges present in the digital era. In an era where access to information has become easier and faster through the internet and social media, students need guidance beyond academic knowledge to confront the various digital influences that have the potential to shape their mindset and behavior (Salisah dkk., 2024, p. 39; Septianingsih dkk., 2023, p. 28; Wulansari & Maunah, 2024, p. 51).

Religious character includes the values of piety, morals, and morals based on Islamic teachings, which guide individuals in making decisions and acting (Ismaraidha dkk., 2024, p. 250). PAI teachers are expected not only to convey religious knowledge, but also to be an example that

inspires students to apply religious values in their daily lives. As a character builder, PAI teachers face the challenge of integrating religious character education with the digital world, so that religious values can be relevant and applicable in the lives of students who are influenced by digital media(Solihah dkk., 2023, p. 154).

The digital era presents unique challenges in learning PAI, such as easy access to negative content and outside cultural influences that are not always in accordance with Islamic values (Nadhifah dkk., 2024, p. 59; Polnaya dkk., 2023, p. 8). However, at the same time, this era also provides a great opportunity for PAI teachers to utilize digital media as a means of creative and interactive learning. The use of digital technology in religious learning can help students understand Islamic teachings in a more in-depth and applicable way, as long as it is combined with digital literacy education that equips students with the ability to filter and assess information critically.

Approaches that can be applied by PAI teachers in shaping students' religious character in the digital era include value-based teaching (value-based education), Interactive learning through digital platforms, and an emphasis on Islamic digital literacy. PAI teachers can also teach students to use technology ethically and responsibly, in accordance with Islamic teachings (Isti'ana, 2024, p. 307; Mawardi, 2023, p. 8570; Nirwana, 2023, p. 239). Thus, students not only understand religious concepts, but are also able to apply them in the daily use of technology.

This research is important because it will provide in-depth insights into effective strategies and approaches in shaping students' religious character in the digital era. Thus, the results of this research are expected to be able to contribute to the development of adaptive and responsive PAI learning methods to the dynamics of the digital era. In addition, this research will also explore the challenges faced by PAI teachers in integrating religious values with digital technology, as well as formulate solutions that can be applied in the context of Islamic education.

In the context of religious education, the role of Islamic Religious Education (PAI) teachers in shaping students' religious character has become increasingly significant in the digital era (Mustopa dkk., 2024, p. 30; Rahma dkk., 2024, p. 98). PAI teachers are expected not only to play a role as a conveyor of religious knowledge, but also as a moral guide who is able to help students internalize religious values in daily life(Khoiri dkk., 2024, p. 150).

This is in line with Hasan Langgulul's view that education is not only a process of knowledge transfer, but also the formation of a holistic personality and character, where religious values are the foundation. Digital literacy is also important in this process because students are currently exposed to a variety of digital content that can affect their attitudes and understanding of religious values. (Fikri, 2024, p. 152) emphasized that digital literacy for students can help them

sort out information that is positive and relevant to Islamic values, so that they are not easily influenced by the negative influence of digital media.

In addition, interactive and innovative learning approaches, such as the use of technology in PAI learning, have been proven to be able to attract students' interest in learning and practicing religious values. (Melati dkk., 2023, p. 738) highlighting that the use of digital media in religious learning provides a more engaging experience for students and increases their understanding of the material.

However, the challenge for PAI teachers is to ensure that the use of this technology is in line with religious principles. This requires the readiness of teachers to develop creative learning methods, such as value-based discussions, case studies, and reflections, to facilitate students' understanding of the application of religious values in the real world as well as in digital spaces (Rafilah dkk., 2024, p. 1090). As role models, PAI teachers also serve as role models that shape students' religious character, an approach that is in line with Bandura's social learning theory, which states that students tend to imitate the behavior of figures they consider to be role models (Aziz, 2023, p. 64; Firmansyah, 2023, p. 77; Zulwiddi dkk., 2024, p. 120).

Overall, the literature review shows that the role of PAI teachers in shaping students' religious character is highly dependent on their ability to adapt learning methods to the challenges of the digital era, as well as adequate school policy and digital literacy support. Therefore, the formation of students' religious character requires an integrative and adaptive approach to accommodate the ever-changing development of technology. Therefore, Purpose this study focuses on exploring and analyzing data related to the Role of PAI Teachers in Forming Students' Religious Character in the Digital Era at SMPIT Daarul Ilmi.

RESEARCH METHODS

This study uses a descriptive qualitative approach to explore the role of PAI teachers at SMPIT Daarul Ilmi in shaping students' religious character in the digital era. Participants in this study include PAI teachers, students, and principals at SMPIT Daarul ILMI who implement character-based education. Data collection techniques include in-depth interviews with 2 teachers, 7 students, and principals to understand their views and strategies; classroom observation to see the application of PAI learning oriented to religious characters; as well as a study of curriculum documentation and school policies related to religious character education. The data is analyzed through analysis techniques, with stages of data reduction, categorization,

data presentation, and drawing conclusions based on emerging themes, such as learning methods, digital challenges, and the integration of religious values.

Table 1. Profile of Participant

Frequency	Gender	Age Range	Class	Education
1 Head Master	Female	30-40	-	Master
2 Teacher	Male	30-40	-	Bachelor
	Female	30-40	-	Bachelor
7 Student	Female	13-14	VIII	-
	Female	13-14	VIII	-
	Female	13-14	VIII	-
	Female	13-14	VIII	-
	Male	14-15	IX	-
	Male	14-15	IX	-
	Male	14-15	IX	-

FINDINGS AND DISCUSSION

In the face of the challenges of the rapid development of information technology, Islamic religious education, especially those provided by Islamic Religious Education teachers at SMPIT Daarul Ilmi, has a very vital role in shaping students' religious character, especially in the digital era. In this era, technology has changed the way students access information and interact with the outside world, including in terms of religious learning. Students are no longer limited to conventional learning resources such as textbooks and teachers, but can also access religious information through various digital platforms, such as social media, websites, and applications. This provides an opportunity as well as a challenge for PAI teachers at SMPIT Daarul Ilmi to guide students in filtering and understanding the information obtained, so as not to be trapped in a wrong understanding of religion or misleading.

PAI teachers at SMPIT Daarul Ilmi in the digital era are faced with a great responsibility to instill true moral and religious values, as well as equip students with the ability to think critically in selecting information that is beneficial to their spiritual development and character. In this context, PAI teachers at SMPIT Daarul Ilmi must be able to become figures who not only teach religious material theoretically, but also provide practical examples and directions on how to apply religious teachings in daily life, both in the real world and cyberspace. Through more interactive approaches, such as the use of social media, learning videos, and mobile applications that support religious learning materials, teachers can increase students' interest in religious lessons while guiding them in facing various moral challenges that arise due to exposure to diverse information in the digital world.

One of the important roles that must be played by PAI teachers at SMPIT Daarul Ilmi is to introduce students to the ethics of communicating and behaving in cyberspace. For example, students need to be given an understanding of how to interact politely and politely on social media, maintain privacy, and avoid hate speech and negative content that can damage their religious character. In this case, the PAI teacher at SMPIT Daarul Ilmi acts as a mediator who directs students to use technology wisely, while still adhering to Islamic teachings that emphasize values such as honesty, patience, and peace.

However, the biggest challenge faced by PAI teachers at SMPIT Daarul Ilmi is how to create learning that is not only based on theory but also able to provide spiritual experiences that can strengthen the religious character of students in this all-digital world. Religious learning in the digital era must be able to answer the needs of the times by utilizing various technologies, such as application-based learning that allows students to learn religion in a more interesting and relevant way to their lives.

In addition, collaboration between teachers, parents, and the community also has a very important role in supporting the formation of students' religious character. PAI teachers at SMPIT Daarul Ilmi cannot work alone in shaping students' religious character, because the role of parents as the first and main educator at home is very decisive in the process of character education. Therefore, schools must establish good communication with parents to ensure that religious values taught in schools can be applied consistently at home. The community also has a role in creating an environment that supports the growth of religious character, for example through joint religious activities involving students, teachers, and the surrounding community.

Thus, the role of PAI teachers at SMPIT Daarul Ilmi in shaping students' religious character in the digital era is very strategic and complex. PAI teachers at SMPIT Darul Ilmi are not only teachers, but also companions, mentors, and facilitators who are able to utilize technology to enrich religious learning, as well as guide students in facing moral challenges in the digital world. Therefore, PAI teachers at SMPIT Daarul Ilmi need to continue to develop their competencies in terms of the use of educational technology and strengthening religious character so that students can become a generation that is not only intellectually intelligent, but also strong in religious and moral character.

This study aims to identify and analyze the role of Islamic Religious Education (PAI) teachers at SMPIT Daarul Ilmi in shaping the religious character of students in the digital era. Based on data collected through interviews, observations, and questionnaires given to PAI teachers, students, and parents at SMPIT Daarul Ilmi, several important findings were found

regarding the role of teachers in shaping students' religious character in the midst of rapid technological developments as follows.

The Utilization of Technology in Religious Learning

The majority of PAI teachers at SMPIT Daarul Ilmi stated that they have utilized digital technology, such as learning applications, social media, and online learning platforms, to support learning activities. These teachers use platforms such as YouTube, Zoom, Google Meet to deliver religious materials interactively, as well as learning apps such as Google Form to test students' understanding in a more engaging way. For example, the use of youtube media that can be accessed by students when learning about the themes presented. Here's an example of a youtube theme of tolerance. The results of observations in the classroom showed that students were more enthusiastic about participating in religious learning when technology was used as a learning medium. In addition, the use of technology also helps introduce religious concepts that are relevant to the challenges of the times, such as digital ethics, and how to behave in accordance with Islamic teachings in cyberspace (Basri dkk., 2021, p. 20; Desrianti dkk., 2021, p. 51; Fitria Reza dkk., 2021, p. 209; Suryadi dkk., 2018, p. 15).

Formation of Religious Character in Cyberspace

One of the important findings is that PAI teachers at SMPIT Daarul Ilmi have a high awareness of the importance of guiding students to behave well in cyberspace. They stated that actively teaching the ethics of communicating on social media, maintaining good manners in interacting with others online, and the importance of avoiding the spread of hoax news and hate speech. In this case, PAI teachers at SMPIT Daarul Ilmi integrate Islamic values such as manners, honesty, and compassion in every lesson related to the digital world. The results of interviews with students showed that they felt they understood more about the importance of maintaining morals, both in the real world and in the virtual world, after learning this lesson.

Guiding students to behave well in cyberspace requires methods that are structured, relevant, and appropriate to their age. Here are some guidelines implemented by teachers:

Table 2. Teacher's Guidelines in Guiding Students

Providing an understanding of digital ethics	• **Explain the importance of digital ethics, such as respecting the privacy of others, using polite language, and not spreading false information.** • **Give real examples, such as the negative impact of cyberbullying or the spread of hoaxes.**
Teaching the importance of digital security	• Teach students to keep their personal data safe, such as not sharing sensitive information (addresses, passwords, etc.) on the internet. • Introduce basic cybersecurity practices, such as creating strong passwords and recognizing phishing attempts.
Encouraging Critical Attitudes to Information	• Train students to verify information before sharing it. • Use discussion methods or case studies to familiarize them with analyzing sources of information.
Providing Examples and Role-Modeling	• Teachers must be examples of good behavior in cyberspace. Show how to be assertive and respect differences of opinion in online forums.
Engaging Interactive Activities	• Use educational or simulation games that teach students how to interact on social media or digital platforms ethically. • Involve students in creative projects, such as creating digital campaigns on internet ethics.
Implementing Consequences and Rewards	• Establish clear rules for the use of technology in the classroom, including consequences for ethical violations. • Give appreciation to students who show good behavior in cyberspace, for example with certificates or praise.
Holding Discussions on the Negative Impact of Bad Behavior	• Talk about real cases about the adverse effects of negative behavior in cyberspace, such as cyberbullying, the spread of hoaxes, or hate speech. • Invite students to discuss how to avoid and overcome the situation.
Engaging Parents and Community	• Involve parents in providing an understanding of the healthy use of technology at home. • Work with the community to hold seminars or workshops on digital security and ethics.
Using Media and Technology Positively	• Teach students to leverage technology to learn, collaborate, and create. • Encourage them to use social media as a platform to share positive things, such as learning experiences or social activities.
Evaluation and Feedback	• Provide periodic evaluations of student behavior in cyberspace. • Provide constructive feedback to encourage positive change if needed.

This approach not only helps students understand how to behave well in cyberspace, but also equips them with the essential skills to become responsible digital citizens.

Challenges in Forming Religious Character in the Digital Era.

Although PAI teachers at SMPIT Daarul Ilmi have made various efforts to shape the religious character of students, this research also identifies several challenges. One of them is the difficulty of controlling students' access to unverified religious information on the internet. Although social media can be an effective means of learning, it is often the case that students are exposed to information that is incorrect or inconsistent with the teachings of Islam. PAI teachers at SMPIT Daarul Ilmi stated that they face difficulties in directing students to distinguish between true and false information that they encounter in the digital world.

In addition, the lack of parental participation in supporting their children's religious learning is also a challenge. The results of interviews with parents showed that only 45% of parents actively participated in their children's religious education activities outside of school hours. Parental involvement is urgently needed to strengthen the values taught in schools so that students can apply them in daily life.

Collaboration between Teachers, Parents, and the Community

From the results of the research, it was found that collaboration between teachers, parents, and the community plays an important role in strengthening the formation of students' religious character. PAI teachers at SMPIT Daarul Ilmi assessed that the support of parents and the community in religious activities, such as holding recitations or religion-based social activities, is very helpful for students to instill religious values. The school has also collaborated with local religious leaders to provide teaching about digital ethics and religious learning directly outside the classroom. Students who engage in religious activities outside of school show better levels of religious understanding and more consistent religious behavior. Teachers play a role by providing examples and awards, as well as getting used to activities that foster discipline and responsibility. This collaboration has proven to be effective in improving the character of students. (Hadi dkk., 2023, p. 68; Laksono & Nursikin, 2022, p. 670; Rantauwati, 2020, p. 120).

The Impact of Religious Learning on Student Character

The results of the study show that religious learning carried out using technology not only improves students' understanding of religious teachings, but also strengthens their religious character. As many as 72% of students who are involved in religious learning that utilize

technology report that they feel closer to religious teachings and are more aware of the importance of maintaining morals in daily life, including in interacting on social media. In addition, students also show improvements in discipline, responsibility, and empathy for others.

In addition, the role of PAI teachers is becoming increasingly complex in the digital era, because they are not only responsible for the transfer of religious knowledge, but also the formation of students' religious character in an environment that is increasingly influenced by technology. PAI teachers at SMPIT Daarul Ilmi use various methods to shape students' religious character, such as setting examples, moral case-based discussion methods, and reflecting on religious values in the context of modern life. According to (Langit, 2024, p. 20677), This method is effective for instilling the values of honesty, responsibility, and mutual respect. PAI teachers act as facilitators who support the development of students' understanding of how religious values can be applied in daily life, including in their interactions in the digital world.

Class observations show that PAI teachers at SMPIT Daarul Ilmi now use a lot of digital media to deliver material in a more interesting and interactive way. For example, they use learning videos that feature moral stories from Islamic history or apps that provide quizzes and additional materials on religious values. Research (Mufliah & W, 2024, p. 1550) revealed that students felt more interested in this interactive approach, as it made it easier for them to understand religious concepts in a context close to their lives, including the use of social media. This digital approach also helps students feel that religion is not just for ritual activities, but also includes their behaviors and attitudes in an online environment.

However, the digital era also brings great challenges, especially with students' increased access to information that is diverse and not always in accordance with Islamic values. The results of interviews with teachers show that they often face obstacles in directing students to sort out online content that is in accordance with religious values. PAI teachers at SMPIT Daarul Ilmi realize that their role must include guidance on digital literacy so that students can access information relevant to Islamic values and avoid content that is contrary to religious characters. (Widiana dkk., 2024, p. 15) emphasizing the importance of digital literacy for students, which allows them to understand the moral implications of the content they consume online, especially due to the many influences of the media that can change their views on religion and ethics.

Teachers are also expected to be role models for students in overcoming moral dilemmas that arise in the digital world (Hura dkk., 2024, p. 13; Santoso & Fitriatin, 2024, p. 1367). Several students interviewed admitted that the attitude of PAI teachers at SMPIT Daarul Ilmi, which they consider authoritative and shows religious examples, makes them more motivated to follow these

values in their daily lives, both in the real world and cyberspace. This is consistent with the theory of social learning put forward (Musri'ah, 2023, p. 70), that states that individuals, especially adolescents, tend to imitate the behavior of figures they respect or admire. (Tamami & Mijianti, 2023, p. 261) also found that students who saw religious exemplars in PAI teachers at SMPIT Daarul Ilmi tended to have a higher level of morality and were better able to face negative temptations from the digital environment.

Table 3
Summaries of impact of religious learning on student character using technology

Moral value of Student	Media/Platform Used by Teacher	Students' obstacles in applying moral values through technology
Responsibility Students can learn responsibility by following educational content that encourages them to complete tasks, understand time, and maintain their behavior in the digital world.	Youtube	**Negative Contents** Not all content on YouTube is educational or positive; Some videos may contain elements of violence, hate speech, or immoral behavior.
Honesty Through content that teaches the importance of telling the truth, students can understand how valuable honesty is in daily life.		**Lack of Control and Supervision** Unsupervised students can access content that is not appropriate for their age, thus risking being affected by poor grades.
Respect and Tolerance Videos that showcase the cultures and traditions of different countries can instill respect for differences and encourage tolerance.		**Digital Addiction** Overuse can reduce students' time to study, interact in person, or engage in physical activities.
Spirit of Learning Many YouTube channels present inspirational content that encourages students to strive better, learn, and work hard to achieve their goals.		**Misunderstanding** Some students may misinterpret the moral message conveyed in a particular video, especially if it is presented in a non-explicit way.
Creativity and Innovation DIY (Do It Yourself) content, art, and technology can inspire students to be more creative and innovative.		**Lack of Algorithmic Filters** YouTube's algorithm often recommends content based on viewing history, which can sometimes lead students to videos that are less relevant or immoral.
Cooperation and Social Concern Some videos show how collaboration or social action can solve problems, so students learn the importance of cooperation and		**Lack of Critical to Information** Students can receive information rawly without analyzing the accuracy or intent of the content.

empathy.

In addition, this study highlights that the effectiveness of learning religious character in the digital era is also highly dependent on the policies of educational institutions. Schools that provide technology tools and policies that support digital literacy for students can assist PAI teachers at SMPIT Daarul Ilmi in facilitating relevant learning. (Anggraini dkk., t.t., p. 100) emphasized that the proper integration of digital technology in PAI learning at SMPIT Daarul Ilmi can strengthen students' ability to apply religious values in their digital lives, as long as teachers continue to guide with strong religious principles. Thus, PAI teachers at SMPIT Daarul Ilmi need to develop skills in using digital media while teaching students to think critically about the values received through technology.

Overall, the results of this study show that the role of PAI teachers at SMPIT Daarul Ilmi in the digital era is very crucial as shaping students' religious character, but it needs support from digital literacy skills and adequate school policies. The use of technology can strengthen character education if balanced with effective moral guidance, so that students can integrate religious values in their behavior both in the real world and in the digital world.

CONCLUSION

Overall, this study reveals that PAI teachers at SMPIT Daarul Ilmi have a very significant role in shaping the religious character of students in the digital era. Namely honesty, responsibility, discipline, empathy and social concern, respect and tolerance. Through the use of technology and learning based on religious values that are relevant to digital life, PAI teachers at SMPIT Daarul Ilmi can help students develop characters who are not only intellectually intelligent but also morally and religiously. That is, students can filter information, self-control, increase social awareness, and instill moral values. However, the challenges faced, such as exposure to unverified information and lack of parental participation, require joint efforts between teachers, parents, and the community to address the problem. To overcome the limitations in the current research, the researchers are advised to be able to focus on how certain religious values, such as honesty or tolerance, are instilled by teachers and how those characters are measured for their success. Further studies need to explore the extent to which digital media, such as YouTube or learning apps, can improve students' understanding of religion and character.

REFERENCES

Anggraini, J., Putri, A., & Hasibuan, S. E. (n.d.). Penananam Nilai-Nilai Akhlak Dalam Pembelajaran Pendidikan Agama Islam Menghadapi Era Milenial. *Jurnal Pendidikan dan Dakwah*, *1*(1),92-105.https://internationaljournal-isssh.com/index.php/jpd/article/view/19

Aziz, M. R. (2023). *Konsep Pembentukan Karakter Perspektif Albert Bandura (Studi Analisis dan implikasi Terhadap Pembentukan Karakter Islami Siswa di Era Digital)* [masterThesis, Jakarta : FITK UIN Syarif Hidayatullah jakarta]. h.64 https://repository.uinjkt.ac.id/dspace/handle/123456789/73701

Basri, R. U., K, A. R., & Busrah, Z. (2021). Youtube Sebegai Media Pembelajaran PAI di Masa Pandemi Covid-19. *Al-Ishlah: Jurnal Pendidikan Islam*, *19*(1), Article 1., 17-30 https://doi.org/10.35905/alishlah.v19i1.1692

Desrianti, D. I., Oganda, F. P., Apriani, D., & Amanattullah Budiman, L. A. (2021). Pengaruh Media Sosial Terhadap Perilaku Keagamaan Siswa Melalui Pendidikan Agama Islam. *Alfabet Jurnal Wawasan Agama Risalah Islamiah, Teknologi dan Sosial*, *1*(1), 46–54. https://doi.org/10.34306/alwaarits.v1i1.27

Fikri, M. A. (2024). Pendidikan Islam dan Pembentukan Identitas Muslim di Era Globalisasi. *Sasana: Jurnal Pendidikan Agama Islam*, *3*(1), 149–156. https://doi.org/10.56854/sasana.v3i1.382

Firmansyah, M. R. A. (2023). *Konsep Modelling Albert Bandura Dan Relevansinya Dengan Pendidikan Islam* [Diploma, IAIN Ponorogo].h.77 https://etheses.iainponorogo.ac.id/24976/

Fitria Reza, N., Nurlaili, A., & Suryana, S. (2021). Manfaatan Media Internet dalam Pembelajaran PAI pada Masa Pandemi Covid-19 di SDN Linggarsari 1 Kecamatan Telagasari Kabupaten Karawang. *Jurnal Ilmiah Profesi Pendidikan*, *6*(2), 204–211. https://doi.org/10.29303/jipp.v6i2.199

Hadi, P., Musifuddin, M., & Fahrurrozi, M. (2023). Sinergitas Guru Dan Orang Tua Dalam Meningkatkan Sosio-Religius Di SD Islam Darul Hijrah Aikmel Utara. *Jurnal Suluh Edukasi*, *4*(1), Article 1., 62-70 https://e-journal.hamzanwadi.ac.id/index.php/suluhedukasi/article/view/23003

Hura, M. P., Laoli, S., & Gea, M. A. (2024). Transformasi Metode Pembelajaran Pendidikan Agama Kristen Di Era Digital. *Coram Mundo: Jurnal Teologi Dan Pendidikan Agama Kristen*, *6*(1), Article 1.01-20 https://doi.org/10.55606/corammundo.v6i1.279

Ismaraidha, I., Harahap, M. Y., & Hannum, L. (2024). Pendidikan Karakter Religius Melalui Budaya Literasi Al-Qur'an Di Madrasah Aliyah Swasta Amaliyah Sunggal. *Jurnal Keislaman*, *7*(2), Article 2.249-362 https://doi.org/10.54298/jk.v7i2.264

Isti'ana, A. (2024). Integrasi Teknologi dalam Pembelajaran Pendidikan Islam. *Indonesian Research Journal on Education*, *4*(1), 302 – 310 Article 1. https://doi.org/10.31004/irje.v4i1.493

Khoiri, A., Samsudi, W., Munawaroh, M., & Shaleh, M. (2024). Multiculturalism: The Importance Of Religious Moderation Education In Indonesia. *Edupedia : Jurnal Studi Pendidikan dan Pedagogi Islam*, *8*(2), Article 2. 147-158 https://doi.org/10.35316/edupedia.v8i2.3832

Laksono, K., & Nursikin, M. (2022). Kerjasama Orang Tua dengan Guru dalam Pembentukan Karakter Religius Peserta Didik di SMK Negeri 1 Salatiga. *TSAQOFAH*, *2*(6), 662–675. https://doi.org/10.58578/tsaqofah.v2i6.643

Langit, A. R. R. (2024). Peran Guru PAI dalam Membentuk Kecerdasan Spiritual Peserta Didik. *Journal on Education*, *6*(4), Article 4. 20670-20681 https://doi.org/10.31004/joe.v6i4.5655

Mawardi, A. (2023). Edukasi Pendidikan Agama Islam dalam Pemanfaatan Sumber-Sumber Elektronik pada Siswa Madrasah Ibtidaiyah. *Journal on Education*, *6*(1), Article 1. 8566-8576 https://doi.org/10.31004/joe.v6i1.4290

Melati, E., Fayola, A. D., Hita, I. P. A. D., Saputra, A. M. A., Zamzami, Z., & Ninasari, A. (2023). Pemanfaatan Animasi sebagai Media Pembelajaran Berbasis Teknologi untuk Meningkatkan Motivasi Belajar. *Journal on Education*, *6*(1), 732-741 Article 1. https://doi.org/10.31004/joe.v6i1.2988

Mufliah, M., & W, D. M. A. P. (2024). Peningkatan Motivasi Belajar Siswa melalui Inovasi Pembelajaran SKI Berbasis Smart TV di MTs Irsyadun Nasyi'in. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *4*(4), Article 4. 1539-1554 https://doi.org/10.53299/jppi.v4i4.802

Musri'ah, M. (2023). *Upaya Guru PAI Dalam Menumbuhkan Prilaku Sosial Pada Santri TPQ Azizah Turi Lamongan* [Undergraduate, Universitas Muhammadiyah Gresik]. h.70 http://eprints.umg.ac.id/10639/

Mustopa, M., Isnaini, M., & Abdurrahmansyah, A. (2024). Peran Media Pembelajaran Inovatif dalam Pembentukan Karakter Melalui Pendidikan Agama Islam di Era Digital. *Muaddib: Islamic Education Journal*, *7*(1), 28-36 Article 1. https://doi.org/10.19109/muaddib.v7i1.24475

Nadhifah, S. N., Rahmawati, Z., Ramadhan, M. I. H., & Kurniawan, R. (2024). Peran Moderasi Beragama Dalam Pembentukan Akhlak Generasi Alpha Di Era Digital. *Al-Aufa: Jurnal Pendidikan Dan Kajian Keislaman*, *6*(01), Article 01. 54-69 https://doi.org/10.32665/alaufa.v6i01.3185

Nirwana, N. (2023). Peran Guru Pendidikan Agama Islam di era digital: Studi guru di beberapa sekolah di Kabupaten Kepahiang. *Guau: Jurnal Pendidikan Profesi Guru Agama Islam*, *3*(2), Article 2. 234-241 https://studentjournal.iaincurup.ac.id/index.php/guau/article/view/994

Polnaya, T., Murwani, P., & Pariela, T. D. (2023). Transformasi Budaya dan Interaksi Sosial dalam Masyarakat Adat: Dampak Masuknya Teknologi Digital. *Baileo: Jurnal Sosial Humaniora*, *1*(1), Article 1. 1-14 https://doi.org/10.30598/baileofisipvol1iss1pp1-14

Rafilah, N. H., Firdaus, E., & Fakhrudin, A. (2024). Pembelajaran Pendidikan Agama Islam di Sekolah Berbasis Pendekatan Culturally Responsive. *Jurnal Pendidikan Indonesia*, *5*(10), 1088–1097. https://doi.org/10.59141/japendi.v5i10.5897

Rahma, F., Zain, A., Mustain, Z., & Rokim, R. (2024). Penguatan Nilai-Nilai Spiritual dan Moralitas di Era Digital melalui Pendidikan Agama Islam. *JEMARI (Jurnal Edukasi Madrasah Ibtidaiyah)*, *6*(2), 94–103.https://journal.unuha.ac.id/index.php/jemari/article/view/3568

Rantauwati, H. S. (2020). Kolaborasi Orang Tua Dan Guru Melalui Kubungortu Dalam Pembentukan Karakter Siswa SD. *Jurnal Ilmiah WUNY*, *2*(1), Article 1, 116-130 https://doi.org/10.21831/jwuny.v2i1.30951

Salisah, S. K., Darmiyanti, A., & Arifudin, Y. F. (2024). Peran Pendidikan Agama Islam dalam Membentuk Karakter Peserta Didik di Era Digital Tinjauan Literatur. *Al-Fikr: Jurnal Pendidikan Islam*, *10*(1), Article 1. 36-42 https://doi.org/10.47945/alfikr.v10i1.378

Santoso, R. A., & Fitriatin, N. (2024). Penerapan Kode Etik Profesi terhadap Profesionalisme Guru SMA Muhammadiyah 2 Surabaya di Era Digital 5.0. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, *4*(4), Article 4. 1364-1370 https://doi.org/10.53299/jppi.v4i4.762

Septianingsih, R., Safitri, D., & Sujarwo. (2023). Media Audio Visual Dalam Konteks Pembelajaran Ips: Implikasinya Untuk Pendidikan Di Era Digital. *Sindoro: Cendikia Pendidikan*, *1*(5), Article 5. 21-30 https://doi.org/10.9644/sindoro.v1i5.769

Solihah, M. S., Syamsul, E. M., & Nahriyah, S. (2023). Peran Guru Pendidikan Agama Islam Dalam Meningkatkan Karakter Religius Siswa Di Smp It Tazkia Insani. *Edupedia : Jurnal Studi Pendidikan dan Pedagogi Islam*, *7*(2), Article 2.153-162 https://doi.org/10.35316/edupedia.v7i2.2590

Suryadi, E., Ginanjar, M. H., & Priyatna, M. (2018). Penggunaan Sosial Media Whatsapp Pengaruhnya Terhadap Disiplin Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam (Studi Kasus Di SMK Analis Kimia YKPI Bogor). *Edukasi Islami : Jurnal Pendidikan Islam*, *7*(01), 1-22. https://doi.org/10.30868/ei.v7i01.211

Tamami, B., & Mijianti, Y. (2023). Bimbingan Konseling Islam untuk Meningkatkan Spiritual Quotient Siswa SMP Islam Ambulu Jember. *Jurnal Dimensi Pendidikan dan Pembelajaran*, *11*(2), Article 2. 258-269 https://doi.org/10.24269/dpp.v11i2.7224

Widiana, A., Rusliana, I., & Busro, B. (2024). Peran media sosial terhadap religiusitas remaja melalui pendekatan kualitatif deskriptif. *Waraqat : Jurnal Ilmu-Ilmu Keislaman*, *9*(1), Article 1. 1-19 https://digilib.uinsgd.ac.id/92112/

Wulansari, V., & Maunah, B. (2024). Pembaharuan Dan Perkembangan Pendidikan Dalam Membentuk Siswa Agar Lebih Maju Di Era Digital: Makna Pembahruan Dan Perkembangan Pendidikan. *Widya Didaktika - Jurnal Ilmiah Kependidikan*, *3*(1), Article 1. 45-60 https://doi.org/10.54840/juwita.v3i1.264

Zulwiddi, N., Junaidi, & Supriadi. (2024). Kepemimpinan Guru Pai Dalam Pengembangan Karakter Siswa Di Smp Plus Baabussalam. *An-Nahdlah: Jurnal Pendidikan Islam*, *4*(1), Article 1. 11-23 https://doi.org/10.51806/an-nahdlah.v4i1.132