

Teachers' Strategies in Instilling Islamic Values in Students in the Digital Era in the Process of Learning Islam

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ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024 Keywords: <i>Teacher; Islamic Values; Globalization; Islamic Studies</i>	<i>The development of information technology in the digital era provides challenges and opportunities for educators, especially in Islamic learning. This study aims to identify the strategies used by teachers in instilling Islamic values in students. In the context of Islamic learning, teachers play an important role as facilitators who not only transfer knowledge, but also shape students' characters according to religious principles. The strategies applied include the use of digital media, such as learning videos and interactive applications, which are able to attract students' attention and facilitate the understanding of Islamic concepts. In addition, dialogical and collaborative approaches are also applied to create an inclusive and participatory learning atmosphere. Teachers are expected to integrate Islamic values in every aspect of learning, both through direct teaching and through daily behavioral examples. This research shows that despite the challenges in conveying Islamic values in the midst of diverse digital information flows, creative and adaptive teachers can create a learning environment that supports strengthening student character in accordance with Islamic teachings. The results of this study are expected to be a reference for educators in developing effective methods in religious learning in the digital era.</i>

INTRODUCTION

In the rapidly growing digital era, the challenges in Islamic religious education are increasingly complex. The development of information and communication technology has brought significant changes in the way students learn and interact. In this context, teachers have a crucial role in instilling Islamic values to students. Effective strategies are needed so that these values can be understood and applied in daily life by the younger generation. The learning process of Islamic religion is not only limited to teaching material, but also includes character building and good morals. Therefore, teachers need to develop innovative and relevant approaches to the conditions of the times, so that students not only learn theory, but are also able to internalize Islamic values in their attitudes and behavior. By utilizing

technology as a tool, teachers can create an interactive and interesting learning environment, so that students can more easily understand and apply Islamic teachings in the midst of the swift flow of information. In this paper, we will discuss various strategies that can be applied by teachers in instilling Islamic values to students in the digital era, as well as how these strategies can be integrated in the Islamic learning process effectively.

METHOD

This research uses the literature study method by searching and analyzing various relevant literature sources. The main focus of the literature search is books that discuss teacher strategies in instilling Islamic values in students in the digital era, especially in the context of Islamic learning. The books analyzed are published in the last 8 years in Indonesia, which comprehensively discuss the development of education, learning strategies, and technology integration in Islamic religious education. The literature search process was conducted by paying attention to topics related to the role of teachers, challenges in the digital era, and effective methods to instill Islamic values in the educational environment. The selected literature was then analyzed to identify the approaches applied by educators in dealing with the dynamics of learning in the digital era.

RESULTS AND DISCUSSION

Who is a Teacher

Teachers are one of the important components in the education system. In general, teachers are individuals who have the duty to educate, guide, direct, train, and assess students in the teaching and learning process (Kamus Besar Bahasa Indonesia, 2016). According to Hadi (2019), teachers are not only conveyors of knowledge, but also moral and character guides for students. The results of this study show that the teacher's role is not only as a learning facilitator, but also as a role model for students. Teachers must also be an example of good attitudes and behavior, and be able to build positive interpersonal relationships with students. (Suparno, 2020)

In addition, this study also found that teachers have an important role in creating a conducive learning environment, which supports the development of students' cognitive and non-cognitive skills. This supports the theory proposed by Suyanto (2021), which states that the role of teachers is not only limited to academic teaching, but also to the development of students' social and emotional aspects. Comparison with the results of other studies indicates that teachers who have good emotional competence are better able to create an inclusive learning environment and support diversity (Pratiwi, 2022).

This is relevant to real-life phenomena where teachers are often faced with heterogeneous classes with various cultural and social backgrounds. Thus, the findings of this study contribute to the understanding of the multifaceted role of teachers in education, both from the academic and emotional aspects, which is in line with theory and phenomena in the field.

The Digital Age

The digital age is a period in which digital technologies play a central role in many aspects of human life, including communication, economics, education, and entertainment. The development of technologies such as the internet, computers, and mobile devices has changed the way individuals and organizations interact and work. This phenomenon started at the end of the 20th century, but has grown rapidly in the 21st century. Findings from various studies show that in the digital age, access to information has become easier and faster. For example, a

study found that internet usage in Indonesia has increased significantly in recent years, with more than 200 million active internet users in 2022 (Kominfo, 2022).

This represents a major transformation in the way Indonesians access information and communicate. The increasing use of digital data can help answer research questions about how people adapt to digital technologies. One of the gaps identified in the introduction is the “digital divide,” which includes differences in access to and literacy in technology between groups of people. Research results show that in Indonesia, urban areas have better access to technology compared to rural areas, leading to a significant digital divide (Rachmawati, 2020).

A comparison of the results of this study with existing theories shows that, in accordance with the theory of technological modernization, societies that adopt technology more quickly tend to experience more rapid economic development. According to Castells (2010), this phenomenon can increase social inequality if not balanced with policies that expand access to technology to all levels of society. In addition, the results of this study are also relevant to real-life phenomena. For example, the development of e-commerce in Indonesia has increased along with wider internet penetration, which allows people to conduct online transactions easily (Setiawan, 2018). However, on the other hand, challenges such as digital literacy and cybersecurity remain obstacles to this development. Based on these findings, the digital era has had a significant impact on various aspects of life, but challenges such as inequality of access and technological literacy still require special attention.

Islamic Values (In Islamic Education)

Islamic values in Islamic education play an important role in shaping the personality and morals of students. These values include aqidah (faith), ibadah (religious rituals), and morals (ethics and behavior), all of which are core elements of Islamic teachings that are instilled through the education process. Islamic education does not only aim to transfer knowledge, but also to shape the character of individuals who adhere to religious teachings, so that they can contribute positively to society and their environment. The value of Aqidah (Faith) is the main foundation that must be instilled early on. Aqidah is related to belief in Allah, angels, His books, His messengers, the last day, and destiny. Aqidah education forms the basis of students' thinking so that they always associate everything they do with belief in Allah. Aqidah is the basis of all activities in the life of a Muslim, including in interacting with fellow humans and the surrounding nature (Hamka, 2019). According to Syed Muhammad Naquib al-Attas (2019), aqidah education not only leads to the introduction of the concepts of faith, but also to the application of spiritual values in everyday life. It is also emphasized that strong aqidah education plays a role in shaping spiritual awareness and individual piety. (Aliyya, 2021)

The value of worship includes various forms of a Muslim's devotion to God. Worship is not just a ritual obligation such as prayer, fasting, zakat, and hajj, but also every action taken with the intention of getting closer to God. Islamic education teaches that worship is a form of human obedience and servitude to the Creator, as well as a way to remind humans of their responsibilities in the world. According to Arifin (2020), worship education not only teaches the correct ritual procedures, but also educates students to live a life full of sincerity and sincerity in every aspect of life, including social relations. Worship in Islamic education provides a balance between worldly and ukhrawi needs, so that students not only focus on intellectual but also spiritual intelligence. (Zarkasyi, 2018)

Moral values emphasize the moral and ethical formation of students. In Islam, morals are a reflection of one's faith. Moral education not only teaches about good and bad behavior, but also how to foster honesty, patience, humility, and respect for others. According to An-Nawawi (2021), Islamic education must be able to shape characters who have noble morals, so that

students can become individuals who are beneficial to society. The aspect of morals in Islamic education is very broad, including manners towards teachers, parents, friends, and the environment. Moral education is the key to forming a harmonious society, where individuals in the community respect each other and maintain social integrity. (Syukur, 2019)

In addition, Islamic education also teaches social values, such as *ukhuwah* (brotherhood), justice, and social responsibility. These values aim to foster a sense of concern for others and maintain good relations in society. According to Rahmat (2020), social education in Islam is very important to create individuals who care about others and always try to maintain balance in social life. Islamic education should be able to build a strong sense of community and social responsibility, so that students not only pursue personal success, but also make a positive contribution to their social environment. (Ibrahim, 2018)

Research shows that the application of Islamic values in education has a significant influence on the character and spiritual development of students. According to Jamilah (2021) students who are taught with an Islamic values-based approach tend to have higher levels of social concern and more ethical behavior compared to students who do not receive religious values-based education. Islamic values-based education can create individuals with integrity both personally and socially. (Al-Ghazali, 2022) Thus, Islamic education that instills the values of *aqidah*, worship, morals, and social values has proven effective in forming students who are not only intellectually intelligent, but also moral and noble.

How Teachers Instill Islamic Values in the Digital Era

In the digital era, teachers have an important role in instilling Islamic values to students through various approaches that are relevant to technological developments. Teachers also utilize technology such as Islamic-based educational applications, digital platforms such as YouTube, and social media as a means to provide interactive and engaging learning for students (Sukiman, 2019). This use of technology not only helps teachers in delivering religious materials, but also allows students to be more involved and actively participate in the learning process. Teachers also adapt learning methods by integrating Islamic values in students' daily activities. For example, in math or science lessons, teachers emphasize the importance of honesty and responsibility as part of Islamic teachings, so that students not only learn science, but also understand the moral values contained therein (Mulyadi, 2020). Thus, learning in the digital era does not only focus on cognitive aspects, but also affective aspects that are important in the formation of student character. Furthermore, the role of teachers in educating students about media ethics is also one of the focuses in the digital era. Teachers teach the importance of maintaining manners in communicating on social media in accordance with Islamic teachings, such as not spreading hoaxes, keeping one's tongue, and respecting others. This is relevant to character education theory which emphasizes the importance of moral values in students' social interactions (Rahman, 2021).

The importance of applying the value of religious moderation for millennials in this digital era certainly aims to form a generation that is moderate and not easily influenced by cyberspace. As for how to instill religious moderation towards the millennial generation in this digital era, namely being able to make good use of social media in spreading the values of religious moderation, including the millennial generation in concrete positive activities in society, requiring dialogue space with the millennial generation, both in the home, school and community environment in interpreting religion without doctrine and being able to maximize family functions as the key to positive character renewal. (Ainun Nashihin et al, 2024)

CONCLUSION

In the growing digital era, teachers' strategies in instilling Islamic values in students become very important to shape their character and morals. Through the utilization of technology, teachers can use various digital media such as educational applications, learning videos, and interactive platforms to deliver Islamic religious materials more interestingly and effectively.

The importance of a contextualized approach also needs to be noted, where teachers can relate Islamic values to current issues that are relevant to students' daily lives. In addition, the cultivation of Islamic values should be done continuously through extracurricular activities, group discussions, and habituation within the school environment. By creating a positive learning environment and using innovative methods, teachers can inspire students to understand and internalize Islamic values. Thus, despite being in the digital era, students can still develop identity and character in accordance with Islamic teachings.

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