

Character Education In The Digital Era;*Building Students Religious Values In The Midst Of Technological Disruption At Junior High School 1 Bayan*

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Abstract

The massive digital transformation that has occurred has brought significant changes to the world of education, including in terms of character formation of students. This research aims to describe the strategy and implementation of character education in building students' religious values at SMPN 1 Bayan amidst technological disruption. This research uses a descriptive qualitative approach where data is collected through observation, in-depth interviews and documentation studies. Informants consisted of school principals, Islamic religious education teachers, homeroom teachers, and students. The research results show that schools implement a number of strategies, including familiarizing themselves with religious activities, integrating religious values in learning, and using digital media as a means of character education. The main challenges faced include the negative influence of digital content and limited control over students' use of technology. However, collaboration between the school, parents and community is a key factor in maintaining and developing religious values among students. This research certainly recommends strengthening the role of teachers and innovation in value-based learning as an adaptive response to the digital era.

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1. INTRODUCTION

The current development of digital technology has had a significant impact on all aspects of life, including the world of education. On the one hand, technology provides easy access to information and interactive learning media. However, on the other hand, technology also brings big challenges to the formation of students' character, especially in terms of religious values which are the core of Islamic education. Based on preliminary studies that have been carried out, it shows that the use of gadgets by students is carried out freely without being controlled, so that some students develop behavior that is contrary to Islamic values, such as addiction to social media, decreased politeness towards teachers, and reduced student involvement in religious activities at school.

This condition certainly indicates a quite serious disruption in values, especially in terms of the dimension of student religiosity. In fact, religious character education is the main foundation in the formation of a person with integrity, as emphasized by the Ministry of Education in the Strengthening Character Education policy, that religious values are the main values that must be instilled from an early age in the national education system. Theoretically, Islamic education has a strategic role in instilling moral and spiritual values which are part of worship and community service because the

main aim of Islamic education is to create humans as human beings who are able to balance knowledge and morals.

Furthermore, within the framework of the value-based character formation theory according to Lickona (1991), successful character education is education that instills values through example, habituation, and integration of values in all teaching and learning activities. The challenge in the digital era, as stated by Prensky in the digital native concept, is that currently students are more easily exposed to technological content than the moral values taught conventionally. Based on this background, it is very important to carry out this research to explore appropriate strategies in building students' religious values at Junior High School 1 Bayan amidst the disruption of digital technology so that the results of this research are expected to be able to contribute to the development of a more contextual and innovative model of religious character education.

2. MATERIALS AND METHODS

This research uses a descriptive qualitative approach. This approach was chosen because the research aims to describe in depth the process of forming students' religious values. This research was conducted at Junior High School 1 Bayan, which is located in North Lombok Regency, West Nusa Tenggara. This location was chosen because it is a state school that faces challenges in developing student character amidst rapid digital access. The research was carried out from May to June 2025. The population in this study was all residents of Junior High School 1 Bayan, which included students from grades VII to IX, Islamic Religious Education Teachers and homeroom teachers, and the school principal. The research sample was taken by purposive sampling, with the consideration that the subjects selected had direct relevance to the research problem. The data collection techniques used were participant observation, in-depth interviews, open questionnaires, documentation studies. Data were analyzed using the Miles and Huberman model of qualitative analysis techniques, which includes three stages, namely data reduction, data presentation and conclusion drawing and verification, namely formulating main findings to answer problem formulation and drawing scientific conclusions.

3. RESULTS

Instilling religious character values at Junior High School 1 Bayan has a very important role in forming students' personalities who are not only intellectually intelligent but also have noble character. Religious values such as honesty, patience, gratitude and responsibility are the main foundation in forming students' characters who are ready to face global challenges, especially in the digital era which is full of various technological disruptions. Religious character education functions as a moral buffer for students amidst the rapid flow of information and negative influences that can damage faith and good behavior. By consistently instilling religious values, students will be better able to differentiate between things that are beneficial and harmful, and have a strong moral compass in making everyday decisions.

Apart from that, cultivating religious character also supports the development of students' emotional and social aspects, such as empathy, tolerance and inner peace. This is important in creating a school environment that is conducive, harmonious and respectful between fellow students and teachers. A religious environment full of positive values will increase learning motivation and strengthen students' academic integrity. In the digital era, where students are easily exposed to content that is not in accordance with moral and religious values, instilling religious character values at Junior High School 1 Bayan is an effective strategy to prevent negative behavior such as misuse of technology, bullying and apathy towards social norms. With a strong religious character, students are expected to be able to use technology wisely and responsibly. Overall, instilling religious character values not only shapes students into individuals who are faithful and devout, but also becomes social capital that supports the creation of a young generation who is competitive, has integrity and contributes positively to society and the nation.

Some of the strategies used by teachers in building students' religious character amidst technological disruption at Junior High School 1 Bayan are;

1. Integrative Approach to Learning

The school applies an integrative approach, namely combining religious values into all subjects, not limited to Islamic Religious Education (PAI) alone. For example, in Indonesian language lessons, students are asked to analyze texts with moral themes or Islamic stories. In social studies lessons, teachers discuss social justice and the value of mutual assistance based on religious teachings. This strategy aims to instill religious values indirectly (implicitly) in a broader context. This is in accordance with the principle of holistic learning, where students' cognitive, affective and psychomotor aspects are developed simultaneously (Lickona, 1991). In this way, students do not only see religious values as something separate, but as part of all aspects of life and learning.

2. Getting used to daily religious activities

Junior High School 1 Bayan implements religious routines such as the Duha prayer together, reciting the Koran before lessons, and praying together before and after studying. This activity forms a religious school culture and trains students' spiritual discipline. This routine strengthens the religious habitus which is the basis for the formation of religious character.

3. The role of the teacher as a role model and facilitator

Teachers, especially PAI teachers, act as role models in daily behavior and facilitators in guiding students to understand and apply religious values. Teachers also play an active role in mediating conflicts, encouraging students, and fostering a good spiritual relationship between students and God. According to Bandura's social learning theory, students imitate the behavior of figures they respect. The teacher's example in terms of religious discipline, honesty and courtesy is a real example that is more effective than purely theoretical lectures. Especially in the midst of exposure to digital public figures which are sometimes negative, the presence of teachers as positive figures is very important.

4. Religiously Based Use of Digital Technology

Schools encourage teachers to use digital technology, such as YouTube, Google Classroom, and social media, to convey religious material, share moral content, and accompany students in understanding religious values. Technology is integrated as a means of strengthening character values, not as a threat. For example, teachers share short preaching videos, hadith quotes, or stories of the prophet via the class WhatsApp group. This provides a positive alternative amidst the flow of negative content flooding the internet. This strategy shows a responsive approach to the realities of the digital era (Aziz et al., 2024).

5. Specific and Thematic Religious Activities

The school organizes thematic activities such as commemorating Islamic holidays (PHBI), call to prayer competitions, religious lectures, and fast Islamic boarding schools during the month of Ramadan. This activity is designed to internalize values such as sincerity, solidarity and self-control. Through this activity, students are invited to experience spiritual moments directly in a form that is enjoyable and emotionally impactful. Apart from increasing student participation, this activity also provides space for students to actively demonstrate and hone their religious character.

6. Collaboration with Parents and School Committee

Junior High School 1 Bayan also builds synergy with students' parents through regular meetings, parenting counseling, and involvement in students' religious activities. Character is not formed at school alone. By involving parents, schools ensure that the values taught are in line with those applied at home. This collaboration is also important considering that students have more access to technology outside of school, especially in the family environment.

4. CONCLUSION

Instilling religious character values at Junoir High School 1 Bayan has a very strategic role in forming students' personalities who are not only academically intelligent, but also have noble character and have a strong moral compass. Religious values such as honesty, patience, gratitude and responsibility are an important foundation in facing global challenges, especially in the digital era which is full of technological disruption and negative influences. The various strategies implemented by Junoir High School 1 Bayan, ranging from an integrative approach to learning, familiarization with daily religious activities, the role of teachers as role models and facilitators, the use of religious-based digital technology, thematic religious activities, to active collaboration with parents and school committees, form an effective and comprehensive character education ecosystem.

With this holistic and synergistic approach, Junoir High School 1 Bayan has succeeded in creating a learning environment that is conducive to building students' religious character, so that they are able to use technology wisely, behave positively, and contribute productively to society and the nation. Therefore, implementing religious character education is an urgent need to prepare the young generation who have faith, integrity and are ready to face the dynamics of the digital era with strong religious values.

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