



## The Islamic Religious Education Teacher Ability Strategy in Facing the Challenges of the Digital Era at MTS Miftahul Huda Rama Gunawan

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### ABSTRACT

This thesis examines the process of forming an understanding of PAI teacher ability strategies among students through Digital IT at Madrasah Tsanawiyah Miftahul Huda Rama Gunawan Seputih Raman, Central Lampung Regency, Lampung Province. This research aims to determine the strategic abilities of PAI teachers in facing the challenges of the digital era among students. The research method used is qualitative research with in-depth interviews, observation and document analysis as data collection tools. The research results show that PAI teachers have a significant role in forming character in students. Through digital IT teaching which is based on the term digital IT, students are able to understand the values of tolerance, pluralism and peace in Islam. Apart from that, the PAI Teacher Strategy also strengthens students' Islamic identity and provides a deep understanding of Islamic teachings. This research makes an important contribution in the context of Islamic religious education in Indonesia, especially in efforts to form a harmonious and tolerant religious character. The implication of this research is the importance of maintaining and developing PAI Teacher Capability Strategies in Facing the challenges of the IT-centric Digital Era as one of the targets for forming a young generation who have strong abilities and are committed to moderate Islamic values. And also has the quality of understanding all digital IT.

**Keywords:** *Challenges of the Digital Era, Islamic Religious Education Teacher*

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## INTRODUCTION

PAI Teachers' Ability Strategy in facing the challenges of the digital era such as intense competition, changes in consumer behavior and technological advances is an important part of the conversation about education. One of them is that there are several PAI teachers at Mts Miftahul Huda Rama Gunawan who lack the ability to deliver material via technological media in this day and age, namely in facing the challenges of the digital era. PAI teachers must remain relevant and competitive in an increasingly digitalized learning environment.<sup>1</sup> For this ability PAI teachers can use a variety of learning in the digital era, changing from learning that remains static to dynamic learning that relies on technological media. PAI teachers must adapt to these changes.

There are two types of approaches to creativity: the psychological approach and the sociological approach. Creativity is measured through aptitude, intelligence, aptitude, motivation, attitudes, interests, and other personality dispositions, according

to a psychological approach. Therefore, a holistic approach is one of the psychological approaches that can be used to determine creativity. A holistic approach relies on the ability to think, feel, sense, and intuition. Creative teachers will find effective learning strategies and models. The clearer the learning objectives, the greater the possibility that the learning methods and models that will be found will be more suitable and appropriate. However, there is no clear guide on how to find the best learning models and methods. Recently it has been proven that a learning approach and model is not appropriate because it changes students not only based on numerical values but also based on their daily actions in the community environment, the output or results of which can be known.

Several internal and external factors influence PAI teachers' creativity in facing the challenges of this digital era including knowledge, skills, motivation, environment, facilities, and support from schools and parents. However, initial research shows that PAI teachers in facing this digital era face a number of problems, including a lack of diverse choices of learning strategies and media, low student participation and motivation in education, and a lack of resources to help students improve. Based on the description above, researchers want to conduct research on "*Strategy for PAI teachers' ability to face the challenges of the digital era Mts Miftahul Huda Rama Gunawan Seputih Raman Lampung Middle*".

The following are the objectives of the research carried out by the author:

1. To find out how effective PAI Teachers' application of technological media learning is in the digital era, MTs Miftahul Huda Rama Gunawan Seputih Raman in Central Lampung Regency.
2. To find out the factors that influence the successful use of technological media in the digital era for students
3. To Create a Strategy for PAI Teachers' Ability to Face Challenges in the Digital Era to shape learning for students at MTs Miftahul Huda Rama Gunawan Seputih Raman.

## METHOD

This research uses qualitative research. Qualitative descriptive research is research that attempts to explain, examine and link data obtained either textually (as in the original) or contextually (understanding of the data) into writings to gain clarity on the problems discussed and then explain them in the form of explanations. The data collected is in the form of words, images, and not numbers. Thus, this research report will contain data quotations to create an overview of the presentation of the report. (Lexy J.Moleong, 2021) This research was carried out by carefully recording what happened at Mts Miftahul Huda Rama Gunawan, by writing field notes and interview notes and collecting other types of documentary evidence to obtain textual and contextual data. This recording aims to find out the role of Islamic Religious Education teachers in the digital era in realizing civil society at Mts Miftahul Huda Rama Gunawan.

## RESULTS AND DISCUSSION

1. **PAI Teacher Skills Strategy in Facing Challenges in the Digital Era**
  - a. **PAI Teacher Ability Strategy**

Observation results show that PAI teachers have good strategic abilities in presenting learning material clearly and using various learning methods that

suit students' conditions. They are also able to integrate Islamic religious education with other sciences, manage the class well, guiding students in religious activities, and evaluating student learning outcomes using various techniques. Apart from that, PAI teachers are able to prepare lesson plans that are in accordance with the curriculum, manage class administration, compile relevant teaching materials, and use IT technology-based media in the form of projectors in learning.

With these skills, they can create effective learning experiences and help students understand religion and develop their religious personalities.

- 1) The ability to own world affairs
- 2) Have creativity
- 3) Able to provide more value
- 4) Have an action orientation
- 5) Present good and clear learning material
- 6) Using a variety of learning methods that suit students' conditions.
- 7) Integrating Islamic religious education with other sciences
- 8) Manage the class well and maintain student discipline
- 9) Direct and guide students in religious activities.
- 10) Adapting technology in learning

**b. Learning Novation**

Observation results show that PAI teachers at Mts Miftahul Huda Rama have implemented learning innovations which include the use of technology, project-based learning methods, student-focused approaches, learning strategies that activate students, the use of flexible and adaptive curricula, as well as appropriate evaluation methods. diverse and comprehensive. These innovations have had a positive impact on understanding the material, increasing interest in learning, student involvement, motivation, critical thinking skills, creativity, and overall learning development. An interactive, inclusive and relevant learning environment is also created through the implementation of these innovations.

- 1) The use of technology in learning.
- 2) Application of project or problem based learning methods.
- 3) Use of a student-focused learning approach
- 4) Implementation of learning strategies that activate students.
- 5) Use of a flexible and adaptive curriculum.
- 6) Application of diverse and comprehensive evaluation methods.

**2. Inhibiting and supporting factors faced by PAI teachers in conducting learning at MTs Miftahul Huda in facing challenges in the digital era**

**a. Obstacle factor**

Observation results show that PAI teachers at MTs Miftahuil Huda Rama Gunawan face several inhibiting factors in carrying out learning innovations. These factors include: 93 Limited resources, limited knowledge and skills, high workload, and a busy curriculum.

Erfandi revealed that one of the inhibiting factors in carrying out learning in facing challenges in the digital era is limited resources including budget, facilities and technology. Budget limitations are the main obstacle in implementing learning innovations. The lack of funds allocated for the

development of PAI learning makes it difficult to access the necessary resources. For example, there is not enough budget to buy new reference books or attend relevant training and seminars. Apart from that, limited facilities are also an obstacle in creating a conducive learning environment. Limited access to technological devices, such as computers and the internet, limits their ability to search for more interactive and up-to-date learning materials. Apart from that, limited stable and fast internet access also affects their ability to utilize useful online resources. (interview Invented 2024)

Nurul Halimah revealed that one of the inhibiting factors in carrying out technology-based learning in the digital era is a busy curriculum. The curriculum that PAI teachers must follow at MTs Miftahuil Huda Rama Gunawan is very dense. This curriculum requires PAI teachers to cover a lot of material and topics that must be taught to students in a limited time. Due to limited time, PAI teachers feel Conclusion

It is difficult to set aside sufficient time to plan and implement innovation in PAI learning. They are trapped in implementing a predetermined curriculum, so that the development of innovation is limited (interview Sutarman, 2024).

**b. Supporting factors**

The results of observations show that there are several supporting factors in carrying out IT technology learning in the digital era at MTs Miftahuil Huda Rama Gunawan. These factors include the availability of resources, cooperation between PAI teachers, support and policies of the madrasa head, as well as the awareness of PAI teachers to continue learning. .

Erfandi revealed that one of the supporting factors in implementing learning innovation is the availability of resources. The availability of resources such as reference books, learning media, and laboratory facilities is very helpful in carrying out PAI learning innovations. With these resources, PAI teachers have the materials and tools needed to develop innovative and interesting learning methods for students. The importance of access to reference books relevant to PAI subjects. By having up-to-date and up-to-date books, PAI teachers can follow developments in science and integrate them into PAI learning. The availability of learning media such as multimedia, presentations and other supporting technology devices also provides opportunities for PAI teachers to use more interactive methods and enrich students' learning experiences (interview Erfandi, 2024).

The author can conclude that, PAI teachers' awareness of continuing to learn and following developments in science and technology is a supporting factor in PAI learning innovation at MTs Miftahuil Huda Rama Gunawan. PAI teachers have high enthusiasm and motivation in developing innovative and effective learning methods.

## **Discussion of Research Results**

### **1. PAI Teachers' Ability to Face Challenges in the Digital Era**

#### **a. PAI Teacher Ability**

Indicators of Islamic Religious Education (PAI) teacher abilities may include: (Erni Vidiarti, Zulhaini, and Andrizar, 2019)

- 1) Ability to present learning material well and clearly.
- 1) Ability to use various learning methods and according to students' conditions.

- 2) Ability to integrate Islamic Religious Education with other sciences.
- 3) Ability to manage the class well and maintain student discipline.
- 4) Ability to direct and guide students in religious activities. (Akhmad Sirojuddin, 2020)
- 5) Ability to evaluate student learning outcomes.
- 6) Ability to prepare lesson plans that are in accordance with the curriculum.
- 7) Ability to manage class administration. (Akhmad Sirojuddin, 2020)
- 8) The ability to organize teaching materials that fit the curriculum. (Akhmad Sirojuddin, 2020)
- 9) The ability to adapt technology in learning means the teacher's ability to use technology to support the teaching and learning process.
- 10) Ability to direct and guide students in religious activities.

Thus, the indicators of the PAI teacher's ability are the teacher's ability to present good and clear learning material, use a variety of learning methods appropriate to the student's condition, integrate Islamic Religious Education with other sciences, manage the class well and maintain student discipline, direct and guide students. in religious activities, evaluating student learning outcomes, preparing lesson plans in accordance with the curriculum, managing

Teacher competency in PAI refers to the teacher's ability to set standards and assess student progress in PAI at all grade levels he or she teaches. It is clear that PAI educators stand out compared to other educators. PAI teachers, except religion teachers, are different from teachers in other disciplines. PAI teachers not only help shape their students' personalities and develop their morals, but also fulfill their responsibilities as religious educators by teaching, leading and encouraging their students in religious matters. (MAdib, Afiqu, 2023)

#### **b. Digital era Results**

Research shows that PAI teachers at MTs Miftahuil Huda Rama Gunawan apply a number of learning innovations in the teaching and learning process. Some of these innovations include the use of technology, project-based learning methods, student-centered approaches, learning strategies that activate students, the use of flexible and adaptive curricula, as well as diverse and comprehensive evaluation methods.

In terms of the process of PAI teachers in implementing learning innovations at MTs Miftahuil Huda Rama Gunawan, the researcher compares this with previous research, the researcher compares it with Risma Handayani's research with the article title "Creativity of Islamic Religious Education Teachers in Implementing Learning at SDN 39 Sering, Donri-Donri District, Regency Soppeng." This research is different from the results of previous research. The results are different because previous researchers studied state elementary schools, and researchers conducted research in madrasas where schools are synonymous with religion. (Risma Handayani, 2019)

Learning innovation indicators are criteria used to measure the level of innovation in the learning process. (Roida Pakpahan and Yuni Fitriani, 2020)

Some examples of learning innovation indicators include:

- 1) The use of technology in learning.
- 2) Application of project or problem based learning methods.
- 3) Use of a student-focused learning approach
- 4) Implementation of learning strategies that activate students
- 5) Use of a flexible and adaptive curriculum.
- 6) Application of diverse and comprehensive evaluation methods.

Digital Era learning carried out by PAI teachers at MTs Miftahuil Huda Rama Gunawan includes:

- 1) At MTs Miftahuil Huda Rama Gunawan, digital era IT innovation, namely learning through the use of technology, includes the use of projectors for interactive presentations, educational games for fun learning, and learning software such as Edmodo and Quizlet for interactive assignments and exercises. This innovation helps students understand the material better, maintain interest in learning, and improve learning outcomes.
- 2) PAI teachers at MTs Miftahuil Huda Rama Gunawan use project or problem-based learning methods. They give students a project assignment in the form of preparing a historical scenario, which involves them in understanding important events at a certain time. Students work individually or in groups and present the scenarios they have created. This method helps students understand history thoroughly, improves their creativity and critical thinking skills.
- 3) PAI teachers at MTs Miftahuil Huda Rama Gunawan apply a learning approach that focuses on students. They invite students to participate actively by asking questions and discussing, adapting material to students' understanding and interests, and using learning methods that involve students such as group discussions, individual presentations, and collaborative projects. This innovation creates an interactive and adaptive learning environment

### 3. Inhibiting and Supporting Factors Faced by PAI Teachers in Facing the Challenges of the Digital Era

#### a. Obstacle factor

PAI teachers often face several inhibiting factors that make it difficult for them to carry out learning innovations. One of these factors is a curriculum that is rigid and too centralized. A curriculum that is highly structured and limits flexibility can hinder PAI teachers from implementing new ideas and innovative learning methods. Apart from that, limited resources are also a significant inhibiting factor.

The inhibiting factors faced by pai teachers in implementing learning innovations at MTs Miftahuil Huda Rama Gunawan include:

- 1) Limited resources, including budget, facilities and technology, are the main inhibiting factors in implementing PAI learning innovations. These limitations make it difficult for teachers to develop or implement the desired innovations.

- 2) Limited knowledge and skills are inhibiting factors in implementing PAI learning innovations. Lack of access to training and professional development programs is an obstacle in developing learning innovations.
- 3) Facing a high workload, which hinders the development of PAI learning innovations.
- 4) Facing a busy curriculum, which limits the time available for learning innovation

**b. Supporting factors**

Supporting factors when implementing learning innovation. One of the main factors is support from the school principal and school management. When school principals provide support and provide space for PAI teachers to innovate, PAI teachers feel motivated and encouraged to develop creative and effective learning methods. (Hasyim, Warsah, and Istan, 2019)

The supporting factors in implementing PAI learning innovations at MTs Miftahuil Huda Rama Gunawan include:

- 1) Availability of resources such as reference books, learning media, and laboratory facilities. These resources help PAI teachers in developing innovative and interesting learning methods for students
- 2) Good collaboration between PAI teachers at MTs Miftahuil Huda Rama Gunawan is a supporting factor in carrying out learning innovations.
- 3) The support and policies provided by the head of the madrasah at MTs Miftahuil Huda Rama Gunawan are supporting factors in implementing PAI learning innovations.
- 4) PAI teachers' awareness of continuing to learn and following developments in science and technology is a supporting factor in PAI learning innovation at MTs Miftahuil Huda Rama Gunawan.

**CONCLUSSION**

Based on the results of the research conducted, the researchers concluded that: Learning Islamic religious education in the digital era at MTs Miftahul Huda Rama Gunawan is the same as other subjects which use a Learning Implementation Plan (RPP) which consists of preliminary activities such as preparing students to study, checking attendance and apperception. In core activities, the teacher applies a scientific approach: observing, asking, collecting, reasoning and communicating and ending with reinforcement, giving prayer and greeting tasks. And in implementing Islamic religious education learning, teachers use various kinds of digital media such as Macromedia Flash, Google Classroom, Google Forms, and the Ministry of Education and Culture's Digital Home and create power points related to PAI learning. The impact of digital media at MTs Miftahul Huda Rama Gunawan on the quality of Islamic Religious Education learning in learning that used to mostly only involve lectures (traditional) can now use tools that can display images, sounds and even at the same time display images and sounds, students are more active and enthusiastic because they are stimulated by the media used, PAI teachers who are more skilled use various media provided by the school, even using digital media in the form of the Zoom Meeting application which has many uses for learning. Apart from that, PAI teachers also use macromedia flash in delivering material, not only that, the digital era has changed teachers' skills in using learning media.

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