

## Analysis of the Role of Islamic Education Teachers in Shaping Student Character in the Digital Age at Madrasah Ibtidaiyah Negeri 10 Karang Anyar Rejang Lebong

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**Abstract:** The rapid development of Information and Communication Technology (ICT) has brought significant changes to the education sector, including Islamic Religious Education. The integration of ICT in learning is no longer optional but has become a necessity to improve the quality, effectiveness, and relevance of teaching practices in the digital era. This study aims to explore the role of ICT in enhancing the learning process of Islamic Religious Education at Madrasah Ibtidaiyah Muhammadiyah 10 Karang Anyar Curup Timur. This research employed a qualitative descriptive approach using observations, semi-structured interviews with the headmaster, Islamic Religious Education teachers, and students, as well as documentation techniques. The findings indicate that the use of ICT in Islamic Religious Education learning has positively influenced student engagement by creating a more interactive and enjoyable learning environment. Digital tools such as multimedia presentations, educational videos, and online learning resources helped students better understand abstract and complex religious concepts, which contributed to improved academic performance. However, the study also revealed several challenges, particularly related to teachers' limited competence in utilizing ICT effectively and unequal access to technological resources among students. In larger classes, students were required to share devices, which reduced the effectiveness of ICT-based learning. The study concludes that ICT integration can significantly enhance Islamic Religious Education learning when supported by adequate teacher competencies and equitable access to resources. Therefore, continuous professional development for teachers and improved ICT infrastructure are essential to maximize the benefits of technology in Islamic education.

**Keywords:** Islamic Education; Student Character; Digital Age

### Introduction

The development of science and technology in the modern era has brought significant changes in various aspects of life, including in the field of education. One of the most notable changes is the integration of Information and Communication Technology (ICT) in the learning process. The use of ICT has shifted the learning paradigm from teacher-centered to student-centered, interactive, and contextual learning. In the context of Islamic Religious Education, the use of ICT is expected not only to enhance students' cognitive understanding but also to support the formation of Islamic attitudes, values, and character more effectively.

A number of studies in the last ten years have shown that the integration of ICT in learning has a positive impact on student engagement and learning outcomes. Kusnandi (2017) found that ICT-based learning can increase interactivity and flexibility in learning. Research by Majid and Andayani (2019) also shows that the use of digital media in Islamic Religious Education learning can increase student motivation and understanding of religious material. Furthermore, Meldia (2023) emphasized that teachers' competence in mastering and utilizing ICT is a key factor in the success of technology-based learning.

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These findings confirm that ICT has great potential to improve the quality of learning, including in religious education.

However, previous studies still show limitations, particularly in relation to the context of Islamic education in primary madrasahs and rural areas. Most studies have focused more on secondary or higher education and have been conducted in urban environments with relatively adequate facilities and infrastructure. In addition, comprehensive studies examining the integration of ICT in Islamic Religious Education learning by reviewing aspects of teacher competence, availability of facilities, and implementation challenges in madrasah ibtidaiyah are still relatively limited. Therefore, there is a research gap that needs to be filled, especially regarding the practical use of ICT in Islamic Religious Education learning in elementary madrasahs located in non-urban areas.

This study offers novelty by conducting an in-depth examination of ICT integration in Islamic Religious Education at Madrasah Ibtidaiyah Muhammadiyah 10 Karang Anyar Curup Timur, Rejang Lebong Regency. The uniqueness of this research lies in its focus on madrasah ibtidaiyah in rural areas and its analysis covering learning practices, teacher competencies, and factors supporting and hindering the integrated implementation of ICT. The significance of this research is expected to provide practical contributions to madrasah administrators and Islamic Education teachers in developing effective ICT-based learning, as well as theoretical contributions to the development of studies on ICT integration in Islamic education, particularly at the primary education level.

Based on the background and research gaps, the purpose of this study is to analyze the application of ICT in Islamic Religious Education at Madrasah Ibtidaiyah Muhammadiyah 10 Karang Anyar Curup Timur, identify the challenges faced by teachers in utilizing ICT, and assess the level of teachers' competence in using ICT to improve the effectiveness of Islamic Religious Education.

## **Method**

This study utilized field research with a descriptive qualitative approach to examine the integration of Information and Communication Technology (ICT) in Islamic Religious Education at Madrasah Ibtidaiyah Muhammadiyah 10 Karang Anyar Curup Timur. A qualitative approach was chosen because this study aims to gain a deep and comprehensive understanding of the processes, practices, and dynamics of ICT use in the natural context of learning, including the various challenges and benefits experienced by the research subjects.

The data sources in this study consisted of primary and secondary data. Primary data was obtained from the head of the madrasah, Islamic Religious Education teachers, and fifth-grade students who were directly involved in the ICT-based learning process. Meanwhile, secondary data was obtained from supporting documents in the form of lesson plans, school reports, and archives related to ICT facilities and infrastructure. The research subjects were determined using purposive sampling, which is the deliberate selection of informants based on their involvement and relevance to the research focus. This technique was chosen to ensure that the data obtained truly supported the research objectives, even though the number of subjects was limited, because qualitative research emphasizes data depth rather than generalization.

Data collection was conducted through observation, interviews, and documentation. Observations were conducted directly to observe the implementation of Islamic Religious Education learning and the use of ICT in the teaching and learning process. Semi-structured interviews were conducted with the head of the madrasah, Islamic Religious Education teachers, and students to explore in-depth information related to experiences, perceptions, and obstacles in the application of ICT. In addition, documentation was used to supplement the observation and interview data through the review of learning documents and other supporting data.

Data analysis was conducted using Miles and Huberman's interactive analysis model, which includes the stages of data reduction, data presentation, and conclusion drawing. The data obtained was selected and focused on aspects relevant to the integration of ICT in Islamic Religious Education learning, then presented in the form of a systematic narrative description to facilitate data interpretation. Conclusions were drawn gradually and verified by comparing data from various sources and data collection techniques.

The validity of the data is ensured through source triangulation and technique triangulation. Source triangulation is carried out by comparing information obtained from the head of the madrasah, teachers, and students, while technique triangulation is carried out by comparing the results of observations, interviews, and documentation. Thus, the data obtained has an adequate level of validity and reliability in answering the research focus.

## **Results and Discussion**

This section outlines the results of research on the integration of Information and Communication Technology (ICT) in Islamic Religious Education at Madrasah Ibtidaiyah Muhammadiyah 10 Karang Anyar Curup Timur, while also discussing these findings in relation to theoretical studies and previous research results. The discussion focuses on the patterns of ICT implementation, teacher competencies, the availability of facilities and infrastructure, the impact on student learning outcomes, and the implications for the future development of Islamic education.

### **Integration of ICT in Islamic Education Teaching Methods**

The results of the study indicate that Islamic Education teachers at Madrasah Ibtidaiyah Muhammadiyah 10 Karang Anyar Curup Timur have utilized various ICT tools in the learning process, such as projectors, digital slides, educational videos, and online learning resources. The use of these media has made the learning process more varied and interactive compared to conventional lecture-centred methods.

Students stated that ICT-based Islamic Religious Education learning was more interesting and easier to understand, especially when the material was presented in visual and audiovisual forms. These findings indicate that ICT plays a role in increasing student engagement and helping them understand abstract religious concepts. These results are in line with Yusoff's (2019) research, which states that the use of digital media can increase the attractiveness of learning and strengthen students' understanding. From an academic perspective, these findings reinforce the view that ICT integration is not only relevant to general subjects, but also effective when applied to Islamic Religious Education in Madrasah Ibtidaiyah (elementary Islamic schools).

### **Teacher Competence and ICT Training Gap**

This study found differences in the level of teacher competence in utilizing ICT. Relatively younger teachers tend to be more adaptive and confident in using technology, while some senior teachers experience difficulties in operating and optimally integrating ICT devices into learning. This competency gap is closely related to the limitations of continuous professional training and development. These findings are in line with the research by Ahsan et al. (2020), which confirms that the success of ICT integration is largely determined by the readiness and competency of teachers. Without adequate training, the availability of technology does not automatically improve the quality of learning. The long-term implication of these findings is the need for sustainable ICT training policies for Islamic Religious Education teachers so that technology integration is not partial, but rather planned and has a significant impact on the quality of learning.

### **Access and Availability of ICT Facilities**

In terms of facilities and infrastructure, madrasahs already have basic ICT facilities such as computers, projectors, and relatively stable internet access. However, the results of the study show that the limited number of devices means that students have to share them, especially in classes with large numbers of students.

This condition has an impact on the low intensity of individual student interaction with ICT-based learning media. These findings indicate that the availability of infrastructure does not fully guarantee the effective use of technology in learning. The results of this study reinforce Susilo's (2017) findings, which state that the distribution and equal access to technology are crucial factors in the success of ICT-based learning, especially in rural areas. In practical terms, these findings indicate the need for more proportionate ICT procurement planning so that all students have equal learning opportunities.

### **The Impact of ICT on Student Learning Outcomes**

The results of the study indicate an increase in student learning outcomes in Islamic Education lessons that use ICT compared to conventional lessons. This increase can be seen from the learning evaluation results, which show that students' understanding is better after the use of digital media.

The use of videos, images, and visual presentations helps students understand the material more concretely and contextually. These findings are in line with the research by Majid and Andayani (2019), which states that ICT can improve student learning outcomes and material retention. However, this effectiveness is highly dependent on the teacher's ability to design and manage ICT-based learning pedagogically. The contribution of this research lies in strengthening the empirical evidence that ICT can improve Islamic Religious Education learning outcomes at the primary education level when supported by adequate teacher competence.

### **Barriers to ICT Integration and Teacher Resistance**

This study also identified barriers to ICT integration, particularly resistance among some teachers to changes in teaching methods. Some teachers still feel comfortable with traditional methods and lack confidence in using technology. These findings are in line with research by Sanafiah Faisal (2020), which states that teacher resistance often arises

due to limited digital literacy and concerns about changes in the role of teachers in learning.

In addition, technical obstacles such as limited devices and internet connection disruptions also hinder the optimal use of ICT. If not addressed, these obstacles have the potential to reduce the sustainability of ICT integration in Islamic Religious Education learning.

### **Limitations of ICT Impact on Critical Thinking Skills**

An interesting finding in this study is that there has been no significant improvement in students' critical thinking skills, even though their engagement and learning outcomes have improved. This contrasts with the findings of Khan et al. (2019), who stated that ICT can promote higher-order thinking skills.

This difference is thought to be due to the use of ICT, which still focuses on delivering material rather than on learning strategies that encourage analysis, reflection, and problem solving. These findings indicate that ICT integration needs to be accompanied by appropriate pedagogical approaches in order to develop students' critical thinking skills in Islamic Religious Education.

Overall, this study contributes scientifically to enriching the study of ICT integration in Islamic Religious Education, particularly in the context of madrasah ibtidaiyah in rural areas. The research findings show that ICT has the potential to increase student engagement and learning outcomes, but its effectiveness is greatly influenced by teacher competence, equitable access to facilities, and the pedagogical strategies used.

In terms of future implications, this study can be a reference for madrasah administrators and policy makers in designing ICT development programs that are sustainable, integrated, and oriented towards improving the quality of Islamic Religious Education learning.

### **Conclusion**

The integration of Information and Communication Technology (ICT) in Islamic Religious Education at Madrasah Ibtidaiyah Muhammadiyah 10 Karang Anyar Curup Timur has been proven to increase student engagement and support more effective learning outcomes. However, the effectiveness of ICT utilization is still influenced by differences in teachers' competence in operating and integrating technology, limited access to supporting facilities, and the suboptimal development of students' critical thinking skills. These findings indicate that the successful implementation of ICT in Islamic Religious Education depends not only on the availability of technology, but also on the pedagogical readiness of teachers and the learning strategies used. Therefore, it is recommended that there be strengthened continuous training for teachers and improved equitable access to ICT devices. Furthermore, future research can be directed towards assessing the long-term impact of ICT and developing technology-based Islamic Religious Education learning models that specifically encourage students' higher-order thinking skills.

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