Portrait of Islamic Religious Education Teachers in Educating Students in the Digital Era

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ABSTRACT: *This research aims to describe the portrait of Islamic Religious Education (IRE) teachers in educating students in the digital era, particularly in relation to their roles, strategies, and challenges they face. This study employs a qualitative approach with a case study design, collecting data through semi-structured interviews with three IRE teachers, observation of learning in grades I–VI, and documentation of activities and school records. The validity of the data is guaranteed through triangulation of sources and techniques, while the analysis is carried out using the Miles, Huberman, and Saldana models through reduction, presentation, and conclusion drawn. The results of the study show that IRE teachers carry out complex roles, including instilling digital morals, guiding religious literacy, being role models in the use of technology, motivating students, and evaluating understanding through digital media. The strategies implemented include the use of digital teaching materials, such as videos, images, and animations; interactive and contextual learning methods; digital communication with parents; and teacher competency development. The weakness of this study lies in the limited number of informants and also only conducted in one school.*

Penelitian ini bertujuan untuk mendeskripsikan potret guru Pendidikan Agama Islam (PAI) dalam mendidik siswa di era digital, khususnya terkait peran, strategi, dan tantangan yang mereka hadapi. Studi ini menggunakan pendekatan kualitatif dengan desain studi kasus, mengumpulkan data melalui wawancara semi-terstruktur dengan tiga guru PAI, observasi pembelajaran di kelas I–VI, dan dokumentasi aktivitas serta catatan sekolah. Validitas data dijamin melalui triangulasi sumber dan teknik, sedangkan analisis dilakukan menggunakan model Miles, Huberman, dan Saldana melalui reduksi, presentasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru PAI menjalankan peran yang kompleks, termasuk menanamkan moral digital, membimbing literasi agama, menjadi panutan dalam penggunaan teknologi, memotivasi siswa, dan mengevaluasi pemahaman melalui media digital. Strategi yang diterapkan meliputi penggunaan bahan ajar digital, seperti video, gambar, dan animasi; metode pembelajaran interaktif dan kontekstual; komunikasi digital dengan orang tua; dan pengembangan kompetensi guru. Kelemahan penelitian ini terletak pada jumlah informan yang terbatas dan hanya dilakukan di satu sekolah.

Keywords: *Teacher Portraits, Religious Teachers, Educating Students, Digital Era.*

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I. INTRODUCTION

Technological advances today are progressing very rapidly, even accessing information is very easy due to the availability of internet access and digital devices such as smartphones, tablets, and laptops. This is what makes it easy for students to obtain learning materials, religious references, and social interaction through digital media without space and time limits (Zou et al., 2025). However, this convenience also brings negative impacts that cannot be ignored. One of them is the uncontrolled use of gadgets, which can reduce students' concentration and focus on learning materials both at home and at school, thus affecting their learning outcomes (Martin et al., 2025; Widiyanti et al., 2025). In addition, the rise of hoaxes and religious misinformation on social media makes students confused about which teachings are valid and which are not, due to the lack of digital and religious literacy (Fathurrohman et al., 2024; Lestari & Saidah, 2023; Putri et al., 2024). This condition puts Islamic Religious Education (IRE) teachers in a crucial position, because teachers are not only required to convey religious materials, but also play a role in guiding students to be able to use technology wisely and to sort religious information critically (Aliyah et al., 2024). However, the extent to which this role is carried out in daily learning practices, as well as what strategies IRE teachers use to face the challenges of the digital era, are still not clearly described in empirical studies.

So far, research that specifically examines the portrait of Islamic Religious Education teachers in educating students in the digital era has been rare. Previous studies have focused more on teachers' digital literacy in finding sources of learning materials to improve professionalism in the digital era (Fauziah, 2024; Munawir et al., 2025; Safrudin & Sesmiarni, 2022), as well as on the role of IRE teachers in the digital era in improving students' morals or character (Afif & Ana, 2025; G. A. Haidar & Maulani, 2025; Kasnuri, 2025; Ula & Khusnia, 2025). However, these studies have not provided a comprehensive picture of the real portrait of IRE teachers in educating students in the digital era, both in terms of strategies, roles, and challenges faced in daily learning practices.

Therefore, this research aims to fill this gap by describing the portrait of Islamic Religious Education teachers in educating students in the digital era, how the role of IRE teachers in presenting learning in accordance with the needs of the times, what strategies are used to utilize digital technology in the learning process, and the challenges faced by teachers when educating students in the midst of information technology developments. The role of teachers in the digital era is not only to convey material, but also to be facilitators, motivators, and directors in the appropriate use of technology (Izmala et al., 2014), On the other hand, the use of digital media in religious learning also often causes distractions, so the right strategy is needed so that students stay focused and learning goals are achieved (Kesuma et al., 2025). Therefore, this study is expected to provide a comprehensive overview of the roles, strategies, and challenges faced by Islamic Religious Education teachers in educating students in the digital era.

Uno & Lamatenggo (2016) in his book The Role of Teachers in Learning: Aspects That Influence Explain that teachers have the main duties and functions in the learning process, namely as educators, teachers, supervisors, directors, trainers, and assessors.

These functions show that the role of teachers is not only limited to delivering material, but also includes attitude coaching, student development assistance, directing the learning process, skills training, and learning outcome assessment. However, the implementation of these functions and tasks is inseparable from the challenges of the times. Hermino (2018) in Teachers in the Challenges of Globalization emphasized that the flow of globalization and technological developments has brought significant changes to the world of education, which requires teachers to be adaptive, responsive, and able to adapt their roles to social dynamics and technological advancements. Therefore, the combination of the teacher's task framework and function as well as the understanding of the challenges of globalization is a relevant theoretical foundation to understand the portrait of Islamic Religious Education teachers in educating students today.

This research is important because the development of digital technology and wider access to information has a significant impact on learning, including in religious education. Islamic Religious Education teachers are faced with the challenge of educating students who are easily distracted by gadgets, while navigating the flow of information that is not always valid (Aviva et al., 2022; Kullah et al., 2025). This situation raises critical questions about how IRE teachers can carry out their roles, strategies, and responsibilities effectively in the digital era, without ignoring religious values. The concern that teachers' lack of strategies or digital literacy may reduce learning effectiveness underscores the importance of this research. By understanding in depth the portrait of IRE teachers in educating students in the digital era, this research is expected to be able to provide new insights into learning practices that are adaptive, relevant, and in harmony with the principles of Islamic education.

II. METHOD

This research uses a qualitative approach with a case study method that aims to explore in depth the portrait of Islamic Religious Education teachers in educating students in the digital era. A qualitative approach is used to understand the meaning behind visible data, as social symptoms often cannot be understood from speech or action alone, but must be examined for the meaning hidden within them. Therefore, the qualitative approach is considered appropriate to be used in conjunction with case study methods, because both have a similar goal, namely to understand in depth the background, interaction, and conditions of certain communities. Therefore, the focus of this research is directed to explore in detail the role carried out by IRE teachers, the strategies applied, and the challenges faced in daily learning practices in this digital era.

The data in this study was collected through three main techniques, namely semi-structured interviews, observation, and documentation. Semi-structured interviews were used so that researchers could dig into information in depth about the roles, strategies, and challenges faced by Islamic Religious Education teachers in educating students in the digital era, while providing a space for respondents to explain their experiences more broadly. According to Sugiyono (2019), semi-structured interviews are a form of interview that has been prepared in advance, but its implementation still gives the respondent the freedom to express their views and opinions openly. In addition, observations are carried out during the learning process to see firsthand how teachers apply digital-based learning strategies in the classroom. Meanwhile, documentation is used to collect supporting data such as photos of learning activities, as well as school

records related to IRE learning activities. Through these three techniques, researchers are expected to obtain complete, valid, and in-depth data on the portrait of IRE teachers in the digital era.

This research was carried out at Purwoyoso 03 State Elementary School, Ngaliyan District, Semarang City, for 45 days, from September 29 to November 12, 2025. This school was chosen because it is one of the elementary schools that has utilized digital technology in the learning process, both through the use of devices such as projectors and smart TVs, as well as through students' access to online-based learning materials. This condition provides a relevant context to examine how Islamic Religious Education teachers adjust their teaching strategies in the midst of changes in student learning patterns that are increasingly digital. Observations were carried out at all grade levels, from grade I to grade VI, to see the extent to which digital media integration is used in IRE learning. In-depth interviews were also conducted with three IRE teachers at the school, whose initials NM (43 years old), AND (30 years), and ZA (38 years old). This is to explore their experience in facing the challenges of religious learning in the digital era, starting from the use of online media to efforts to maintain students' focus and religious values in the midst of technological currents.

Data obtained from interviews, observations, and documentation were analyzed using a data analysis model presented by Miles et al. (2014), which includes three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting, focusing, and simplifying the raw data obtained in the field to match the research focus. After that, the data is presented in the form of a narrative description that describes the portrait of Islamic Religious Education teachers in educating students in the digital era. The last step, namely drawing conclusions or verification, is carried out continuously during the research process to find the meaning and patterns of the data that has been analyzed. Through this stage, researchers can gain a complete understanding of the roles, strategies, and challenges faced by IRE teachers in educating students in the digital era.

To ensure the validity of the data, this study uses a triangulation technique. According to Sugiyono (2019), triangulation is a technique of checking the validity of data that utilizes something outside the data itself as a comparison or check of the data obtained. In this study, two forms of triangulation were used, namely source triangulation and technique triangulation. Source triangulation was carried out by comparing the results of interviews from three IRE teachers who were research informants, while technical triangulation was carried out by comparing the results of interviews, observations, and documentation. Through the application of triangulation, the data obtained is expected to be more valid, consistent, and scientifically accountable.

III. RESULT AND DISCUSSION

The Role of IRE Teachers in the Digital Era

The results of the study show that Islamic Religious Education teachers at SDN Purwoyoso 03, Ngaliyan District, Semarang City, carry out various important roles in educating students in the digital era. This role includes the function of educators, teachers, supervisors, role models, motivators, and evaluators, whose implementation adjusts to the habits and needs of students who are now familiar with digital technology.

1. Teachers as educators

In the context of the digital era, the role of teachers as educators is no longer limited to conventional moral and moral development, but also includes the formation of digital ethics, namely the ability of students to use technology wisely, responsibly, and in accordance with religious values. The results of the study show that this role is one of the dominant roles carried out by IRE teachers at SDN Purwoyoso 03, especially in instilling morals and ethics in the use of gadgets. Teacher NM explained that he routinely reminds students about the wise use of gadgets, saying:

> "Children now often hold cellphones, so I always remind them of their manners. Don't open up the strange and if you learn, learn the right thing" (NM, 2025).

This statement is in line with what was conveyed by the Supreme Court who also emphasized the importance of character development in the use of cellphones in schools. He says:

> "Several times during the lesson, I always mentioned that they use their cellphones to be used correctly, not to open inappropriately." (AND, 2025)

2. Teacher as a teacher

In the digital era, the role of teachers as teachers no longer only focuses on delivering material verbally, but has been transformed into designers and learning facilitators who utilize digital media to help students understand the material in a more concrete and interesting way. The results of the study show that IRE teachers at SDN Purwoyoso 03 use digital technology as a means to facilitate the delivery of learning materials. The MA teacher revealed:

> "When explaining materials that are movement and need to be exemplified, such as prayer, ablution, I usually use short videos so that children can catch them faster" (MA, 2025).

This is supported by NM who said that visualization through digital media helps students understand concepts that are difficult to understand just by delivering them through lectures. ZA also said the same thing, that digital media makes learning more interesting for students. This similarity of experience shows that the use of digital media is a general strategy for IRE teachers in carrying out their role as teachers.

3. Teacher as a guide

In the digital era, the role of teachers as supervisors has expanded its meaning, not only guiding students' behavior and understanding directly, but also directing students in sorting, verifying, and understanding religious information obtained through digital media. The results of the study show that IRE teachers play an active role as digital religious literacy supervisors for students, especially when students are faced with widely circulated religious content on social media and digital platforms. Guru ZA said:

> "Children sometimes ask me, "Mom, is this really the content of the video?" or "Is it true that the viral one went viral yesterday?" So I help explain which ones can be trusted and which ones are not" (ZA, 2025).

This is in line with the opinion of NM who admitted that he often directs students when they find dubious religious content. In addition, the Supreme Court also stated:

> "For children in grades 1-4, it may still be easy, because most of them have not used cellphones. But if for those in grades 5-6, sometimes they have started to be

critical of the videos or news they see on the internet, so they need to further straighten their understanding" (AND, 2025).

These findings show that IRE teachers not only play the role of academic advisors, but also as digital religious literacy companions who help students understand Islamic teachings appropriately in the midst of diverse and not always valid information flows.

4. Teacher as director

In the context of the digital era, the role of teachers as directors is not only realized through providing verbal rules or advice, but also through directing students' behavior by showing real examples in the wise and ethical use of technology. The results of the study show that IRE teachers carry out a guiding function by instilling the values of digital discipline and ethics through the attitudes and behaviors they display in the learning process. NM says:

"When I'm teaching, my cellphone is silent so that the children know for example" (NM, 2025).

This statement was confirmed by ZA who said that teachers must be an example in the orderly use of digital devices in the classroom. MA also added:

"Especially now often if students make mistakes either outside school or at school, it must be the teacher who is to blame. Therefore, we as teachers must maintain an attitude, so that children can imitate us as their teachers. Or the simple language we as teachers must be able to be an example for students" (MA, 2025).

These findings show that the guiding function of IRE teachers in the digital era is realized through exemplary attitudes and behaviors, especially in the use of technology, so that students get clear directions regarding the limits and norms of digital media use in accordance with religious values.

5. Teacher as a coach

In the digital era, the role of teachers as coaches is not only related to academic skills training, but also includes focus training and student learning engagement in the face of technological distractions. Teachers play a role in training students' ability to focus on learning by utilizing digital media in a directed and controlled manner.

The results of the study showed that IRE teachers trained students' focus on learning through the use of digital media that was relevant to the learning material. The MA teacher said:

"If the children start to get bored, I deliberately play videos related to the material. This is to grow their spirit" (MA, 2025).

The practice is supported by NM and ZA, who see that the use of digital media can help attract students' attention when learning focus begins to decline. These findings show that IRE teachers carry out the function of trainers by training students' focus and concentration through digital media, so that technology does not become a source of distraction, but is used as a means to maintain students' attention in the learning process.

6. Teachers as assessors

In learning in the digital era, the role of teachers as assessors is not only limited to measuring learning outcomes through written tests, but also includes assessing students' comprehension, analytical skills, and responses to digital media-based learning

materials. Teachers use media such as videos and images as an evaluative stimulus to see the extent to which students understand and relate the material that has been learned.

The results of the study show that IRE teachers use digital media as a means of learning evaluation. ZA explains:

> "I sometimes ask questions from the videos I show, to let them know if they understand" (ZA, 2025).

Meanwhile, NM said that the use of images, videos, and other media helped them evaluate more variedly. MA added:

> "If I use videos for evaluation, sometimes it's better, so I don't need to make complicated problems, I just present a video, I tell my children to analyze the content of the video what it has to do with today's material. In addition to making it easier for me, evaluation using this method also makes children enjoy it more, they are not burdened with problems" (MA, 2025).

These findings show that IRE teachers carry out the function of assessors by utilizing digital media to assess students' understanding and analytical skills contextually. Digital media-based evaluation not only makes it easier for teachers in the assessment process, but also helps create an evaluation atmosphere that is more interesting and does not pressure students, so that it is in line with the characteristics of learning in the digital era.

Overall, the findings of the study show that the role of IRE teachers in the digital era has expanded and transformed compared to the pre-digital era. Teachers not only play the role of material presenters, but also digital moral educators, religious literacy supervisors, learning focus directors and coaches, and assessors of student understanding through digital media. The practices carried out by the informants reflect the implementation of the teacher's duties and functions as stated by Uno & Lamatenggo (2016), which in the context of the digital era demands an adjustment of learning strategies and approaches. The similarity of views and practices of the three informants corroborates that the role of IRE teachers is currently increasingly complex and requires adaptive skills to technological developments in daily learning.

IRE Teachers' Strategies in the Digital Era

Based on the results of interviews and observations, several strategies were found carried out by IRE teachers in managing learning in the digital era. These strategies are not only applied in the classroom, but also in learning activities outside the classroom as part of the development of students' moral and religious competence.

1. Utilization of digital media (video, images, and animation)

This strategy is most often used by the three teachers, MA says:

> "If you use videos, children will catch them faster" (MA, 2025).

This can also be seen when observing the obligatory prayer material in grade IV, where students seem more focused when the media is displayed.

Figure 1. *Students focus on paying attention to learning videos*

NM and ZA also use simple images and animations to clarify explanations, especially for material that is abstract or difficult for children to understand if it is only delivered with lectures. Therefore, digital media is the main tool that makes IRE learning more interesting and easy to understand.

2. Digital communication with parents and students

The MA teacher used the class WhatsApp group to send memorization, reminders of worship, and information on religious activities. According to him:

> "If there is memorization, I send it through a group so that parents can accompany me" (MA, 2025).

Teacher ZA also uses digital communication to provide follow-up information to parents when students need assistance at home. This strategy helps maintain the continuity of IRE learning outside the classroom and makes parents more involved in the child's education process.

3. Teacher competency development through ICT training and digital pedagogy

Teacher NM explained that he and all his fellow teachers took part in training on the use of digital devices after the school received Smart TV assistance from the government. He said,

> "When the school got a Smart TV, we were taught how to use it first, so that it could be used for learning" (NM, 2025).

MA also mentioned that the short training helped them understand how to utilize technology in learning, especially IRE teaching. This strategy shows that teachers not only adapt learning to technology, but also actively increase their capacity to be able to make optimal use of digital devices.

4. Interactive and contextual learning methods

Teacher NM applies an interactive method by inviting students to discuss after watching the learning video. He said:

> "After watching the video, I asked them first so that they understood the essence of the story" (NM, 2025).

The same thing was done by MA and ZA, who asked students to retell the content of the video or image shown. This method makes learning more meaningful and helps students connect religious teachings to real-life situations they encounter on a daily basis.

Challenges Faced by Teachers in the Digital Era in Educating Students

1. Technology access gap

NM teachers explained that the technology facilities in the school are not even and often do not run optimally. He said in quite detail:

> "If we want to use digital media, we are actually happy, but the problem is that it cannot always work. For example, Smart TVs or projectors sometimes have errors, or the internet suddenly shuts down. Once I had prepared a video for learning, but because the signal was bad, the video wouldn't load. Finally, children wait for a long time and learning becomes ineffective. So indeed not all classes can take full advantage of technology" (NM, 2025).

This condition makes teachers have to prepare a backup plan, so the use of technology still cannot be optimized consistently.

2. Lack of digital literacy (teachers and students)

MA teachers admit that technological developments are so fast, while teachers' ability to keep up with the rhythm of change is not always balanced. He said:

> "If you say it's capable, it's caapable, but there are still new features that sometimes I don't understand. For example, when a new Smart TV is installed with government assistance, we have to learn again how to connect to the internet, how to display PowerPoint, how to access certain applications. That does not include students. Low-class children are usually still confused when asked to click this-and-that, so they must be guided. So digital literacy is indeed not evenly distributed, both in teachers and students" (MA, 2025).

This lack of literacy often slows down learning and makes teachers have to allocate more time for technical assistance than for core materials.

3. The rise of hoaxes and negative content affecting students

Guru ZA highlighted challenges outside the classroom, especially related to students' digital media consumption at home. He revealed:

> "Now it is very easy for children to access religious videos, but not all content is true. They like stories in class about what they see on YouTube or TikTok, and sometimes the content is wrong. Some say that prayer must be like this even though there is no basis. I have to explain again which one is correct. In addition, children are also easily exposed to abusive content, which is not in accordance with good manners. So we not only teach, but also straighten and guide them so that they are not affected by hoaxes or bad content" (ZA, 2025).

Religious hoaxes and negative content are additional work for IRE teachers because they can affect students' daily understanding and behavior.

4. Declining student motivation and learning focus

In a subsequent interview, NM explained that students' habit of playing games at home has an impact on learning motivation:

> "Now many children hold their cellphones at home. Sometimes they still play online games until night, so in the morning they are sleepy and lack enthusiasm. During IRE lessons, some are not focused because their minds are still on the game. If there is no digital media in the classroom, they get bored quickly, but if

there is, sometimes they even want to play their own cellphones. So maintaining motivation is a bit of a challenge" (NM, 2025).

This shows that the use of technology has two sides, which can attract interest while lowering focus if not controlled.

5. Lack of parental supervision of gadget use

The MA teacher explained that homeschooling greatly influences how students use gadgets:

"Many parents work, so children hold cellphones without supervision. When I asked them what they were watching at home, some replied 'it's free, ma'am, the important thing is that there is internet'. That's what makes children sometimes come up with strange stories from YouTube. Parents don't always know what their child is consuming. So we in schools have to keep an eye on it from the beginning, so that they use technology in a better way" (MA, 2025).

The lack of family control makes fostering students' digital morals more difficult.

Analysis of the Roles, Strategies, and Challenges of IRE Teachers in the Digital Era

Based on the results of research on three Islamic Religious Education teachers at SDN Purwoyoso 03, it was found that IRE learning in the digital era displays increasingly complex dynamics. Teachers continue to carry out the main roles in learning, but their implementation has undergone adjustments along with changes in student learning patterns, technological developments, and the increasing use of digital media in daily life. This condition shows that the role of IRE teachers can no longer be understood conventionally, but needs to be seen in the context of adaptation to the challenges and opportunities of the digital era.

The most prominent pedagogical challenge in IRE learning in the digital era is the decline in students' focus and motivation to learn due to the habit of using gadgets. To respond to these conditions, IRE teachers apply digital media-based learning strategies, such as the use of videos, images, and animations, as well as more interactive and contextual learning methods. This strategy aims to adapt learning to the characteristics of students who are familiar with technology and maintain their involvement during the learning process. The findings of the study show that this strategy is quite effective in increasing student interest and participation in the classroom, especially when digital media is used in a targeted manner and integrated with discussions. However, the effectiveness of the strategy is still situational and has not been able to fully overcome the distractions formed from the habit of using gadgets outside the school environment. Thus, digital learning strategies can be categorized as partially effective in answering pedagogical challenges in the classroom.

In addition to pedagogical challenges, IRE teachers also face moral and structural challenges in the digital era, such as the rise of religious hoaxes, low digital literacy of students, limited technological facilities, and lack of parental supervision over the use of gadgets at home. To face these challenges, teachers implement digital religious literacy guidance strategies, communication with parents through online media, and teacher competency improvement through ICT training. This strategy is quite helpful for teachers in straightening students' religious understanding and maintaining the continuity of moral development between school and home. However, its effectiveness

is still limited due to limited facilities, the intensity of teacher assistance that is not comparable to students' exposure to digital media, and various family environmental factors. Therefore, this mentoring strategy is considered not yet fully effective, even though it has become an important adaptive step in facing the challenges of IRE learning in the digital era.

The findings of this research are in line with the concept of teacher duties and functions put forward by Uno & Lamatenggo (2016), which states that teachers have roles as educators, teachers, supervisors, directors, trainers, and assessors in the learning process. However, in the context of the digital era, these functions are no longer carried out static, but have experienced an expansion of meaning. Teachers not only deliver material, but also direct students in the use of digital media, train technology-based learning skills, and assess student understanding through various forms of digital evaluation. Thus, the framework of teachers' duties and functions according to Uno and Lamatenggo remains relevant, but needs to be understood as an adaptive role to technological developments and student learning characteristics in the digital era.

The learning strategies applied by IRE teachers to respond to the challenge of declining student focus and learning motivation, such as the use of digital media and a more interactive learning approach, are in line with the views of the Yaumi (2018) which emphasizes the importance of utilizing technology and digital learning media to increase active student engagement. According to Yaumi, the use of visual and digital media is able to help students understand the material more concretely and adapt learning to the characteristics of generations who are familiar with technology. The findings of this study show that the use of video and digital media by IRE teachers can increase student attention and participation during learning. However, the effectiveness of these strategies is still contextual and has not been fully able to overcome student distractions stemming from the habit of using gadgets outside the classroom. Therefore, digital media-based learning strategies can be understood as adaptive efforts that are relevant in IRE learning in the digital era, but still require continuous reinforcement and mentoring.

The findings of this study are strongly supported by previous studies that illustrate similar challenges in IRE learning in the digital age. One of them is Believers (2018) and research by (Yusniar et al., 2024), which emphasizes that IRE teachers need adequate digital literacy in order to be able to use learning resources appropriately so that students can master the learning materials, this is in line with the condition of NM and MA teachers who still need assistance in operating digital devices at school. Research Noprijon et al. (2024) It also corroborates this finding by showing that limited facilities and low digital literacy of students are the main obstacles in digital-based IRE learning, a condition that also occurs for students at SDN Purwoyoso 03. However, research A. Haidar & Maksum (2023) Instead, they reported a different situation, namely that technology integration through the TPACK approach has been running optimally and is supported by high digital literacy of teachers. This difference shows that the digital readiness of each school is not uniform and is greatly influenced by the condition of facilities, teacher competence, and learning environment support. Thus, this research is not only supported by previous research, but also enriches the discussion by displaying different contexts related to moral challenges and digital literacy in IRE learning.

The differences and similarities between this study and previous research show that improving the quality of IRE learning in the digital era requires concrete and sustainable steps. Schools need to provide more adequate technology facilities and ensure that the internet network can be used stably to support the learning process. In addition, IRE teachers need structured digital literacy training to be able to utilize technology optimally and be able to anticipate the negative impact of digital media, including religious hoaxes and inappropriate content. Collaboration between teachers and parents is also important to control the use of gadgets at home so that students still get moral and spiritual guidance that is in line with the teachings of IRE. By taking these steps, schools can increase digital readiness and ensure that IRE learning is not only relevant to the demands of the times, but also maintains students' character and religious values. As a concluding synthesis, the key findings of this study are summarized in a diagram that illustrates the interrelationship between teachers' roles, learning strategies, challenges, and their implications for IRE learning in the digital era.
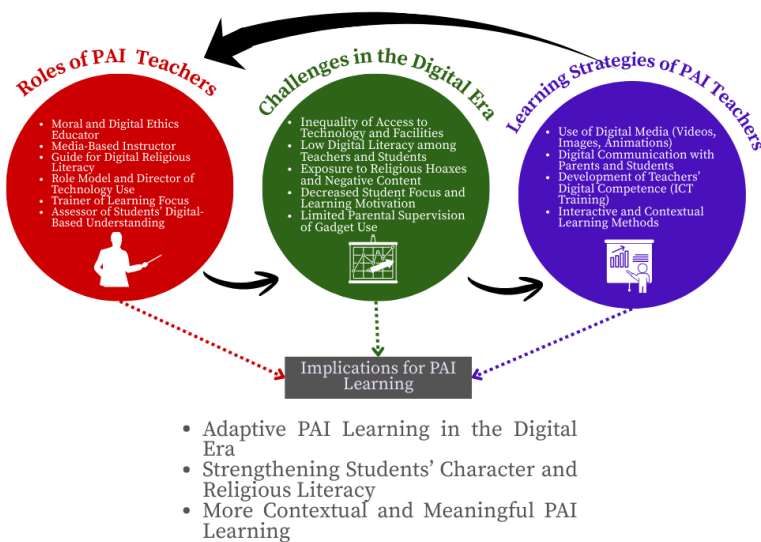

Figure 2. Diagram of roles, learning strategies, and challenges of IRE teachers in the digital era

IV. CONCLUSION

Based on the results of the research, Islamic Religious Education teachers at SDN Purwoyoso 03 carry out increasingly complex roles in the digital era, not only as material presenters, but also as digital moral educators, religious literacy supervisors, role models, motivators, and assessors who utilize digital media in the learning process. The strategies implemented include the use of visual media, interactive and contextual learning, digital communication with parents, and improving teacher competence through technology training, although they are still faced with challenges in the form of limited facilities, low digital literacy of teachers and students, exposure to religious hoaxes, decreased motivation to learn due to the use of gadgets, and lack of parental supervision. This research contributes to providing an empirical picture of the adaptation of the role and strategy of IRE teachers in the digital era while offering a practical reference for schools and teachers in managing technology-based learning in a balanced manner between academic, moral, and spiritual aspects. However, the

limitations of the study lie in the limited number of informants and institutional contexts, so the findings cannot be generalized widely and open up opportunities for further research with a more diverse range of respondents and contexts.

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