



Strategies Of Islamic Religious Education (PAI) Teachers In Teaching During The Era Of Industrial Revolution 4.0

Sofyan Zamroni¹, Zainal Arifin²

¹ STAI Miftahul Ula Nganjuk

² STAI Miftahul Ula Nganjuk

zamroni1@gmail.com

Article History

Received : October 9th 2023

Revision : December 13th 2023

Publication : January 30th 2024

Abstract

This research aims to explore and describe the strategies employed by Islamic Religious Education (PAI) teachers in adapting to the challenges posed by the Industrial Revolution 4.0, particularly focusing on their impact on the teaching and learning process at SMAN 1 Kertosono, Nganjuk Regency. The advent of the Industrial Revolution 4.0 has introduced significant changes to the educational landscape, especially in the dynamic between teachers and students. With the easy accessibility of digital technology and information, the traditional role of teachers as the primary source of knowledge has been diminished. This shift presents several challenges, including digital addiction, cyberbullying, and a decline in students' moral values, which have been evident at SMAN 1 Kertosono. To address these issues, the study utilizes a qualitative descriptive method to analyze the strategies employed by PAI teachers to enhance the learning experience in this digitally-driven environment. The findings highlight that PAI teachers have adopted various innovative strategies to engage students effectively, such as integrating digital tools with moral education to foster both academic and ethical development. These strategies aim to create a positive learning environment that addresses the unique challenges posed by the digital era, ensuring that students not only excel academically but also maintain strong moral values. Overall, the study reveals how PAI teachers are successfully navigating the challenges of the Industrial Revolution 4.0, providing a model for adapting traditional education to the demands of modern technological advancements.

Keywords: *Strategies of Islamic Religious Education, PAI teachers, teaching methods, Industrial Revolution 4.0, digital education*



By Author. This is an open access publication under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

INTRODUCTION

Human beings, as servants of Allah SWT, are endowed with the innate psychological capacities of intellect, will, and emotion, enabling them to engage in activities and imagination rooted in faith and high moral standards, which are essential for human well-being. Physically, humans share similarities with animals, as their growth and development are largely influenced by natural processes. However, spiritually and morally, humans possess the ability to transcend natural



processes, assess, and control their environment, allowing them to adapt and modify it accordingly. This capacity distinguishes humans from animals, whose existence is primarily governed by natural processes without the need for moral development (Rahman, 2018).

Education, in this context, can be viewed as a deliberate, structured effort to mold individuals into ideal beings for their lives. In other words, education is a conscious and purposeful endeavor to cultivate individuals into virtuous and ideal humans (Yusof, 2019). Education is crucial for every individual, providing them with the means to acquire and expand their knowledge, both in general and in Islamic religious education. As emphasized in the Qur'an, particularly in Surah At-Taubah (9:122), individuals are encouraged to seek knowledge, especially religious knowledge. The importance of Islamic religious education is further underscored by the Indonesian Law No. 55 of 2007, which addresses the significance of Islamic Religious Education (PAI) and religious education in general. In the context of the Industrial Revolution 4.0, the necessity of instilling Islamic religious education in every individual has become even more critical.

The Millennial Era, synonymous with the Industrial Revolution 4.0, has introduced numerous technological advancements and new terminologies, particularly in the field of education. Education remains a fundamental aspect of human life, serving as a process and a medium for individuals to acquire knowledge (Sabri, 2020). The relationship between education and the Industrial Revolution 4.0 lies in the demand for education to keep pace with rapidly advancing technology. Islamic education must adapt to these changes to remain relevant and competitive. If Islamic education clings to outdated methods, it risks being left behind. Conversely, by embracing the current era and its challenges, Islamic education can remain competitive with other educational fields.

This era of rapid technological change presents several challenges for Islamic Religious Education, particularly in maintaining the strategic value of teacher-student relationships. Traditionally, teachers were the sole source of knowledge for their students. However, in the Industrial Revolution 4.0, knowledge can be easily accessed from various media and digital sources, diminishing the exclusive role of teachers.

In this context, the Industrial Revolution has significantly impacted the educational landscape. Students, primarily millennials familiar with digital technologies, exhibit behaviors such as gadget addiction, cyberbullying, and a decline in moral values. This phenomenon is also evident among students at SMAN 1 Kertosono in Nganjuk Regency, a high school with well-established facilities and infrastructure. Despite these advantages, the students' learning styles and behaviors are increasingly influenced by the negative aspects of the Industrial Revolution 4.0.



According to Mr. Sawim, the vice principal of public relations at SMAN 1 Kertosono, the students' learning styles and behaviors have markedly changed compared to previous generations.

Given these challenges, this study aims to investigate and explore the strategies employed by Islamic Religious Education (PAI) teachers at SMAN 1 Kertosono, Nganjuk Regency, in adapting to the educational demands of the Industrial Revolution 4.0. The research will examine the methods used by these teachers to effectively engage students and address the challenges posed by this new era.

METHOD

This research adopts a qualitative methodology with a case study approach. Qualitative research, as described by Erickson, aims to discover and narratively describe ongoing phenomena or activities in human life (Erickson, 2018). The emphasis in this research process is on a theoretical foundation, ensuring that the research is focused on actual facts observed in the field. The qualitative research conducted here relies on data obtained through interviews, observations, and documentation, both in written and oral forms, based on experiences gathered during the research process.

The primary objective of employing this type and approach in this research is to provide a detailed depiction of the issues faced and the strategies employed by PAI teachers at SMAN 1 Kertosono, Nganjuk Regency, in teaching PAI during the Industrial Revolution 4.0 era.

Research Location and Object

The research was conducted at SMAN 1 Kertosono, Nganjuk Regency. The choice of this location is based on the multicultural background of the students at this institution, making it a suitable object of study. The research focuses on students from class XI IPA 3 and XI IPA 4 during the 2023 academic year.

Type and Sources of Data

Every research activity requires data sources that provide the necessary information and answers to the research questions. The types of data utilized in this research are qualitative descriptive data, which include words, images, and numerical data from books. The research uses two types of data: primary and secondary. The integration of both types will support the necessary information for this study, with secondary data serving as supplementary information to explore and uncover the strategies of PAI teachers in teaching during the Industrial Revolution 4.0 era.



Primary data in this research include the results of interviews and field observations, while secondary data consist of documentation related to the research site, such as data on the number of teachers, students, the curriculum implemented at the school, and other relevant information.

Data Collection Techniques

Conducting research requires appropriate data collection techniques. These techniques are the methods researchers use to obtain and gather information from the subjects under study. The techniques used in this research are as follows:

1. *Interviews*: Interviews involve direct communication between the researcher and the respondent to obtain information related to the research topic. According to Moleong, interviews are research activities involving conversations with a specific purpose between the researcher and the respondent (Moleong, 2020). The type of interview employed in this study is open-ended interviews, where the respondent's answers are obtained directly and without mediation, ensuring that responses are not provided in written form. The informants in this study include the school principal, vice-principal for curriculum, vice-principal for public relations at SMAN 1 Kertosono, and Mr. Mustakim, M.Pd.I, a PAI teacher at SMAN 1 Kertosono, as well as several students involved in the learning process.
2. *Observations*: Observation, as defined by Karl Popper, is an interpretation of theory through direct observation. In research, it is essential to set aside preconceived theories when entering the field for observation. Observations are a process used to gather information through observation of the phenomena being studied. This method involves the researcher directly engaging with the field to observe activities related to the research topic. The activities observed in this study include the actions of students at SMAN 1 Kertosono during classroom and extracurricular activities, as well as the teaching practices of PAI teachers. This ensures that the data collected through observation are valid and reliable, providing accurate information for analysis.
3. *Documentation*: In qualitative research, data are predominantly obtained from human sources through observation and interviews. Other sources, such as documents, photos, and statistical data, are also utilized. Documents may include diaries, minutes of meetings, and other relevant records, while photos can capture situations at specific moments, providing valuable information about those events (Creswell & Poth, 2018).

The documentation required for this research includes data about SMAN 1 Kertosono, records of PAI teaching activities at the school, and other relevant documents.



Data Validation

Ensuring the validity of data in qualitative research involves specific techniques based on certain work principles. The validity tests applied in this qualitative research include credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). The researcher uses these four criteria to verify the authenticity of the data, ensuring that the findings are credible and reliable.

1. *Credibility*: Credibility is used to demonstrate the congruence between the observations and the reality in the field, ensuring that the data or information obtained is consistent with the actual conditions observed. Valid and credible data are essential in research (Creswell & Poth, 2018). The credibility test applied includes:
2. *Prolonged engagement*: The researcher remains in the field for an extended period to fully understand the dynamics of the study, particularly the strategies of PAI teachers in addressing the challenges of the Industrial Revolution 4.0 era.
3. *Persistent observation*: Continuous observation of the research subjects is conducted to gain a deeper understanding of the phenomena, ensuring that critical aspects are well-focused and relevant to the research topic.
4. *Triangulation*: Triangulation involves combining different data collection techniques and sources to verify the credibility of the data. The researcher employs methodological, source, and time triangulation, including examining field notes from interviews, observations, and document studies.
5. *Transferability*: In qualitative research, transferability focuses on the extent to which the findings can be applied to other contexts. This is ensured by providing detailed descriptions of the data, allowing readers to determine the applicability of the findings to similar situations (Lincoln & Guba, 2017).
6. *Dependability*: To avoid errors in formulating research results, the data collected and analyzed are reviewed and discussed with various parties. This ensures that the research findings are dependable and can be scientifically defended. The research supervisor reviews the process to ensure the reliability of the findings.
7. *Confirmability*: Confirmability is conducted in conjunction with dependability, focusing on the product of the research. It ensures that the research findings are based on accurate data, with a structured and well-documented research process.

Data Analysis Techniques

Qualitative data analysis is inductive, meaning it involves detailed descriptions of concrete data, leading to general conclusions. In this study, the researcher uses



qualitative descriptive analysis techniques, employing the Miles and Huberman data analysis model (Miles, Huberman, & Saldana, 2018).

RESULTS AND DISCUSSION

Challenges Faced by PAI Teachers in Teaching During the Industrial Revolution 4.0 Era

The Industrial Revolution 4.0, commonly referred to as the digital era, has brought about significant technological advancements that have profoundly impacted various aspects of life, including education. This era presents considerable challenges for educators, particularly in teaching Islamic Religious Education (PAI). The rapid development of technology has influenced students, making it difficult for teachers to maintain the effectiveness of the teaching-learning process. The main challenges encountered by PAI teachers at SMAN 1 Kertosono, Nganjuk Regency, include: (1) *Decline in Students' Learning Motivation*: Many students show a lack of enthusiasm for learning, often preferring to spend time playing online games or engaging in other non-academic activities instead of attending classes. (2) *Inattentiveness During Lessons*: Students often do not pay attention during lessons, with some even using their mobile phones to access social media, watch videos, or play games during class hours, which disrupts the learning environment. (3) *Negative Influence of Technology*: The widespread use of technology among students has led to challenges in controlling their behavior both inside and outside the classroom. The content they access online can adversely affect their attitudes and behavior, contributing to disciplinary issues.

These challenges were highlighted through interviews conducted with PAI teachers at SMAN 1 Kertosono. For example, Mr. Mustakim, M.Pd.I, emphasized the difficulty in managing students who are influenced by negative content on social media, which can lead to behavioral problems in both school and home environments. Similarly, Mrs. Rahmawati, S.Ag., noted that students often display inattentiveness and lack of discipline during PAI lessons, largely due to their engagement with digital technology during class time.

Strategies Employed by PAI Teachers to Overcome Challenges

In response to these challenges, PAI teachers at SMAN 1 Kertosono have implemented several strategies aimed at improving the effectiveness of their teaching in the digital era. These strategies include: (1) *Blended Learning*: Teachers integrate traditional and modern teaching methods to create a more engaging learning experience. For instance, they combine lecture-based teaching with the use of videos and other digital resources that are relevant to the PAI curriculum, thereby capturing students' interest and making learning more dynamic. (2) *Supervised Use*



of Technology: Teachers encourage students to use technology responsibly by directing them to educational websites and online resources that support their learning in Islamic studies. They also closely monitor students' use of technology during class to prevent distractions and ensure that the tools are used for educational purposes. (3) *Restricting Mobile Phone Usage*: To minimize distractions, teachers enforce rules limiting the use of mobile phones during school hours, unless specifically required for educational activities. This helps to maintain students' focus during lessons and reduces the temptation to engage in non-academic activities. (4) *Collaborative Discussions Among PAI Teachers*: Regular meetings are held among PAI teachers to discuss the challenges they face in teaching during the Industrial Revolution 4.0 and to develop strategies for adapting to these changes. These discussions enable teachers to share best practices and devise solutions that are relevant to the current educational landscape.

Through these strategies, PAI teachers at SMAN 1 Kertosono have made significant progress in addressing the challenges posed by the digital era. As noted in interviews with both teachers and students, these approaches have led to a more positive learning environment, with students becoming more engaged and motivated to learn.

DISCUSSION

Discussion

The advent of the Industrial Revolution 4.0, often referred to as the digital era, has introduced substantial technological advancements that have deeply influenced various sectors, including education. These advancements, while offering numerous opportunities, also present considerable challenges for educators, especially those teaching Islamic Religious Education (PAI). At SMAN 1 Kertosono, Nganjuk Regency, PAI teachers face several challenges that stem from the integration of technology into students' lives and the shift in learning dynamics.

One significant challenge is the decline in students' learning motivation. Many students today exhibit a lack of enthusiasm for traditional learning, preferring to engage in online games or other non-academic activities rather than attending lessons. This lack of motivation poses a challenge to teachers who are trying to foster a deep understanding of religious teachings. Teachers reported that the digital distractions available to students make it difficult to engage them fully in the lesson, which reduces the effectiveness of teaching.

Another issue that has been highlighted is inattentiveness during lessons. With the widespread use of mobile phones and social media, students often divert their attention from the lessons. Some students use their phones during class to watch videos, play games, or browse social media, which disrupts the learning



environment. This behavior has become increasingly common and poses a significant obstacle to maintaining a focused classroom atmosphere.

Additionally, the negative influence of technology plays a critical role in the challenges faced by PAI teachers. The internet provides students with access to a vast range of content, not all of which is conducive to their moral development. Teachers expressed concern about the exposure students have to inappropriate content, which can negatively affect their behavior both inside and outside the classroom. As emphasized by Mr. Mustakim, M.Pd.I, the behavior of students is often shaped by what they encounter online, leading to disciplinary issues that extend beyond the classroom setting.

In response to these challenges, PAI teachers at SMAN 1 Kertosono have adopted various strategies to maintain the effectiveness of their teaching in this digital age. Blended learning has proven to be a highly effective approach. By combining traditional teaching methods with modern digital resources such as educational videos and online materials, teachers have successfully captured students' interest and made the learning experience more engaging. This method not only keeps students involved but also allows them to connect religious education with the digital world they are familiar with.

Another strategy is the supervised use of technology. Teachers have taken steps to guide students in using technology responsibly. By directing students to relevant educational websites and online resources, PAI teachers ensure that technology is being used to support their religious studies rather than distract from them. Additionally, teachers closely monitor students' technology usage during lessons to minimize distractions and keep students focused on the task at hand.

To further minimize disruptions, PAI teachers have implemented policies such as restricting mobile phone usage during school hours. This helps ensure that students remain focused on their studies and do not engage in non-academic activities during class time. By limiting the use of mobile phones unless they are needed for educational purposes, teachers create an environment conducive to learning.

Lastly, collaborative discussions among PAI teachers have proven to be an essential strategy for adapting to the challenges of teaching in the digital era. Regular meetings among teachers provide a platform for discussing the challenges they face and sharing best practices for addressing these issues. These discussions enable teachers to adapt their methods to meet the evolving needs of students in a technology-driven world.

Overall, through the implementation of these strategies, PAI teachers at SMAN 1 Kertosono have made notable progress in overcoming the challenges of the



Industrial Revolution 4.0. These efforts have led to a more positive and engaging learning environment, with students showing greater motivation and involvement in their religious education. By combining traditional teaching methods with modern technological tools, PAI teachers have managed to strike a balance between preserving the essence of Islamic education and embracing the opportunities offered by the digital age.

CONCLUSION

Challenges Faced by PAI Teachers at SMAN 1 Kertosono in the Era of Industrial Revolution 4.0: The main challenges encountered by PAI teachers include students' lack of motivation to engage in learning, truancy during class sessions, excessive use of mobile phones during class time, and distractions from online activities such as gaming, browsing YouTube, and using social media. These challenges stem from several factors: (i) unrestricted access to the internet without adequate supervision, (ii) unregulated use of mobile phones, (iii) the influence of online games, and (iv) excessive use of social media. These issues pose significant challenges for teachers who are expected to create an engaging learning environment while ensuring that educational objectives, as outlined in the curriculum, are achieved.

Strategies Employed by PAI Teachers to Address These Challenges: The strategies implemented by PAI teachers to overcome these challenges include: (i) monitoring students' use of the internet, particularly their access to social media, YouTube, websites, and inappropriate online content, (ii) enforcing stricter regulations on the use of mobile phones during school hours, except when explicitly required by the teacher for educational purposes, (iii) incorporating a variety of teaching methods to make lessons more engaging and to boost students' enthusiasm for learning, (iv) enhancing teaching strategies and media by creating a memorable learning experience, such as incorporating educational games or rewarding students who demonstrate a strong commitment to their studies, and (v) holding regular meetings among teachers to discuss challenges in teaching Islamic Religious Education and to develop solutions.

REFERENCES

- Adisel, A., Pranansa, A. G., & Handayani, P. (2022). Perubahan globalisasi teknologi industri menjadi tantangan guru PAI di masa 4.0. *Journal of Education and Instruction (JOEAI)*. <https://doi.org/10.31539/joeai.v5i1.3640>
- Adisel, A., Thadi, R., & Suryati, S. (2022). The implementation of education policy in the development of Islamic religious education in the industrial revolution era 4.0. *Madania: Jurnal Kajian Keislaman*. <https://doi.org/10.29300/madania.v26i2.8043>



- Amirudin, N. (2019). Strengthening the existence of Islamic religious education in the industrial revolution era 4.0: Study of PAI FAI curriculum review of Muhammadiyah Gresik University. TAMADDUN, 20(1). <https://doi.org/10.30587/tamaddun.v20i1.2772>
- Amirullah, Y. (2020). The synergy of competency strategy of Islamic education teacher to improve the quality of education and character of students in the millennial era. Jurnal Pendidikan Agama Islam.
- Askar, A., & Pettalongi, A. (2023). Strategy for acquisition of Islamic religious knowledge for Islamic university students in the industrial era 4.0 in the city of Palu, Indonesia. European Journal of Training and Development Studies. <https://doi.org/10.37745/ejtds.2014/vol10n21932>
- Ayu, A., Arfani, D., & Wahid, A. (2023). The urgency of Islamic religious education for early children in the era of the industrial revolution 4.0. Jurnal Asghar.
- Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Sage Publications.
- Erickson, F. (2018). Qualitative Methods in Research on Teaching. Handbook of Research on Teaching.
- Erickson, F. (2018). Qualitative Methods in Research on Teaching. Handbook of Research on Teaching.
- Hidayat, W. N., Nurlaila, N., Purnomo, E., & Aziz, N. (2023). Technological pedagogical and content knowledge (TPACK) in Islamic religious education in the digital era. Al Hikmah: Journal of Education. <https://doi.org/10.54168/ahje.v4i1.145>
- Ifadah, L., & Utomo, S. (2019). Strategi pembelajaran pendidikan agama Islam dalam menghadapi tantangan era revolusi industri 4.0. Jurnal Pendidikan Agama Islam, 2, 51-62.
- Khanif, A. (2023). Islamic religious education learning strategy for the Alpha generation. Ascarya: Journal of Islamic Science, Culture, and Social Studies, 3(1). <https://doi.org/10.53754/iscs.v3i1.461>
- Lincoln, Y. S., & Guba, E. G. (2017). Naturalistic Inquiry. Sage Publications.
- Mardianto, M., Anas, N., Baniah, S., & Sadat, M. A. (2021). Strategi dan media pembelajaran pendidikan agama Islam di era pandemi Covid-19. Fitrah: Journal of Islamic Education. <https://doi.org/10.53802/fitrah.v2i1.56>



- Miles, M. B., Huberman, A. M., & Saldana, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications.
- Moleong, L. J. (2020). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Nafa, Y., Sutomo, M., & Sahlan, M. (2021). Inovasi pembelajaran pendidikan agama Islam di era revolusi industri 4.0 melalui media massive open online course (MOOC). *Journal of Islamic Education Research*. <https://doi.org/10.35719/jier.v2i2.173>
- Nasikhin, M., Junaedi, M. (2022). Strategies for delivering Islamic religious education learning materials in the post-truth era. *NUANSA: Jurnal Penelitian Ilmu Sosial dan Keagamaan Islam*. <https://doi.org/10.19105/nuansa.v19i2.6354>
- Nasir, M., Alkhury, S. N., & Rijal, M. (2021). Desain model bahan ajar berbasis elektronik dan minat belajar pendidikan agama Islam siswa sekolah dasar negeri (SDN) kelas bawah di Indonesia. *FENOMENA*.
- Putri, R. K. A., Hamdani, A. S., Soraya, I., & Muhid, A. (2023). Tantangan guru PAI dalam pembentukan akhlak era revolusi industri 4.0: Literature review. *Kuttab*.
- Rahman, A. (2018). Human Spiritual and Moral Development: A Comparative Analysis. *Journal of Islamic Studies*, 45(3), 200-215.
- Rochim, A. A., Khayati, A., & others. (2023). Role of Islamic education teachers in shaping students' religious character in the digital era: A case study of SDN 1 Kondangsari, Cirebon. *HEUTAGOGIA: Journal of Islamic Education*. <https://doi.org/10.14421/hjie.2023.32-10>
- Sabri, A. (2020). *Islamic Education in the Industrial Revolution 4.0 Era*. Yogyakarta: CV Budi Utama.
- Teguh, A. (2020). Strategi pembelajaran pendidikan agama Islam bagi generasi millennial di era revolusi industri 4.0. *Jurnal Pendidikan Islam*.
- Utami, I. H., & Parid, M. (2021). The role of PAI teachers in building children's religious attitudes in the industrial revolution 4.0. *Belajea: Jurnal Pendidikan Islam*, 6(1). <https://doi.org/10.29240/belajea.v6i1.1897>
- Wantini, W., Sasmita, R., Andaresta, O., Silvira, Y., Wulandari, R., & Azzahra, S. (2023). Revolutionizing Islamic education: The primary role of teachers in society 5.0 learning process. *AL-ISHLAH: Jurnal Pendidikan*. <https://doi.org/10.35445/alishlah.v15i3.3362>
- Wicaksana, A., & Sukiman, S. (2019). The cultivation of entrepreneurial spirits to the students of vocational high school (SMK) through the subject of Islamic



religious education and ethics. Sunan Kalijaga International Journal on Islamic Educational Research.

Yusof, N. (2019). The Role of Education in Developing Ideal Human Beings. International Journal of Islamic Education, 12(1), 34-47.

Zubairi, Z., & Nurdin, N. (2022). The challenges of Islamic religious education in the industrial revolution 4.0. Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme. <https://doi.org/10.37680/scaffolding.v4i3.2120>