

**FORMATION OF STUDENTS' DISCIPLINE CHARACTER IN
TECHNOLOGY-BASED LEARNING OF CREED AND MORALS IN
SCHOOLS**

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Abstract

In the digital and globalization era, education is not only required to produce students who are intellectually intelligent, but also have strong Islamic character and morals. This study aims to analyze the role of Islamic Religious Education (PAI) teachers in shaping students' disciplined character through technology-based Akidah Akhlak learning and to identify strategies, obstacles, and the context of learning implementation in schools. This study uses a qualitative approach with a case study method, involving 13 PAI teachers and 5 students at various levels of education from elementary/Islamic elementary school (SD/MI), junior high/Islamic junior high school (SMP/MTs), to senior high school (MA/SMA). Data collection techniques were carried out through in-depth interviews and participatory observation, while data analysis used the stages of data reduction, data presentation, and drawing and verifying conclusions with source triangulation.

The results of the study indicate that the use of technology, such as Islamic digital media, learning videos, interactive applications (Wordwall, Quizizz), and AI platforms have made a positive contribution to improving student discipline. Teachers implemented strategies such as project-based learning, digital role models, and the habituation of moral values. However, various obstacles have been identified, such as limited infrastructure, a lack of digital skills among teachers, and difficulties in monitoring and measuring moral values in the digital environment. Therefore, teacher training, improved facilities, and an integrative approach that combines technology with Islamic values are needed to realize effective and contextual character education.

Keywords: Moral Creeds, Educational Technology, Disciplined Character, Digital Learning

Abstract

Di era digital dan globalisasi, pendidikan tidak hanya dituntut untuk mencetak siswa yang cerdas secara intelektual, tetapi juga memiliki karakter dan akhlak Islami yang kuat. Penelitian ini bertujuan untuk menganalisis peran guru Pendidikan Agama Islam (PAI) dalam membentuk karakter disiplin siswa melalui pembelajaran Akidah Akhlak berbasis teknologi serta mengidentifikasi strategi, hambatan, dan konteks implementasi pembelajaran di sekolah. Studi ini menggunakan pendekatan kualitatif dengan metode studi kasus, melibatkan 13 guru PAI dan 5 siswa di berbagai jenjang pendidikan dari SD/MI, SMP/Mts, sampai MA/SMA. Teknik pengumpulan data dilakukan melalui wawancara mendalam dan observasi partisipatif, sedangkan analisis data menggunakan tahapan reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan dengan triangulasi sumber. Hasil penelitian menunjukkan bahwa pemanfaatan teknologi, seperti media digital Islami, video pembelajaran, aplikasi interaktif (Wordwall, Quizizz), dan platform AI telah memberikan kontribusi positif dalam meningkatkan kedisiplinan siswa. Guru menerapkan strategi seperti pembelajaran berbasis proyek, keteladanan digital, dan pembiasaan nilai-nilai akhlak. Namun, ditemukan berbagai hambatan, seperti keterbatasan infrastruktur, kurangnya keterampilan digital guru, serta kesulitan mengawasi dan mengukur nilai-nilai moral di lingkungan digital. Oleh karena itu, diperlukan pelatihan guru, peningkatan fasilitas, serta pendekatan integratif yang menggabungkan teknologi dengan nilai-nilai Islam untuk mewujudkan pendidikan karakter yang efektif dan kontekstual.

Keywords: Akidah Akhlak, Teknologi Pendidikan, Karakter Disiplin, Pembelajaran Digital

INTRODUCTION

The rapid advancement of science and technology, coupled with the influence of globalization, has had a significant impact on modern human life. While bringing many conveniences and comforts, this progress has also given rise to various serious problems, especially for the younger generation, the nation's future. Problems such as dehumanization and the decline of Islamic character values are becoming increasingly apparent, as evidenced by the rise in negative student behavior, such as cheating on exams, brawls, drug abuse, and other violations (Sandria et al., 2022). In this era of rapid technological advancement, adolescents face various moral and social challenges. While technology brings benefits, its impact also creates easy access to negative things, such as the spread of fake news,

pornographic content, anarchic behavior, disputes between adolescents, and an increase in bullying and other reprehensible acts. This problem is worrying, especially for Muslim adolescents who are still developing their identity based on Islamic values. Teachers and parents have a significant responsibility to help adolescents stay on the right path, particularly through Islamic character education. However, phenomena such as promiscuity and deviant behavior demonstrate the need to evaluate the effectiveness of education in schools, particularly in the subjects of faith and morals.

In this context, school education should not solely focus on providing academic material or achieving satisfactory grades. Furthermore, education needs to be a means of developing students' character, particularly character based on Islamic teachings. This is crucial to consider, given that character development often receives insufficient attention. Many educators focus too much on academic results without adequately devoting space to the development of students' morals and character (Maulana, 2022). Therefore, efforts to balance academic achievement and character development are crucial. Education must be designed to produce not only intellectually intelligent students but also students with morals, Islamic character, and the ability to face the challenges of globalization with strong values. This is a shared responsibility between educators, educational institutions, and society.

Learning about faith and morals plays a crucial role in shaping students' character and morality, but there are a number of challenges that can reduce its effectiveness. One example is the use of traditional, less interactive learning methods, making the material boring and difficult to understand (Putri & Kholik, 2024). Furthermore, the lack of innovative approaches relevant to students' real-life experiences can also hinder their understanding. Another frequently raised issue is the influence of modernity, where students are exposed to understandings and values that conflict with religious teachings, which can confuse them in understanding the material taught in Islamic high schools. Religious education teachers play a crucial role as moral and character mentors, ensuring that students not only achieve academically but also develop into individuals with noble morals in accordance with Islamic teachings. Through synergy between family, school, and community, it is hoped that adolescents can overcome the negative influences of modern development and develop a strong character based on Islamic values. This requires a collaborative effort to create an environment that supports positive character development amidst the rapid flow of change.

So far, the study on "The Presence of Technology in the Formation of Character and Morality of Students in the Learning of Aqidah and Akhlak in Madrasah Aliyah" tend to discuss three things. First, the presence of technology (Mustapa et al., 2024; Salsabila et al., 2020). Second, character formation (Khalifah & Fathurrahman, 2023; Mansur et al., 2022; Supriyadi, 2022). Third, student morality (Nurulita, Rasyid, & Rachmah, 2021; Syaifin, 2022). From the three theories of tendencies above, it appears that there is no or very little attention given to the use of technology in the formation of character and morality of students in the learning of Islamic faith and morals. Thus, many reprehensible behaviors are still inherent in students' daily lives, so improvements or enhancements are needed to overcome these problems. Therefore, research is needed that analyzes the role of Islamic Religious Education teachers in integrating technology into the learning of Islamic Faith and Morals, to find effective strategies, obstacles, and implementation contexts in shaping students' Islamic discipline and moral character in the digital era.

Technological advances and globalization have had a significant impact on the lives of adolescents, creating convenience but also moral and social challenges. These changes affect the formation of students' character and morality, which are increasingly threatened by the spread of negative information, deviant behavior, and external cultural influences. Based on this phenomenon, this study has a novelty in integrating Akidah Akhlak learning with the use of digital technology as a means of forming students' disciplined character and noble morals. Different from previous studies that focused more on the role of teachers or the effectiveness of conventional character education, this study presents a new approach by analyzing the strategies, obstacles, and context of technology-based learning implementation in instilling Islamic disciplinary values. The purpose of this study is to analyze the role of Islamic Religious Education (PAI) teachers in forming students' disciplined character through technology-based Akidah Akhlak learning. In addition, this study also aims to identify strategies and forms of digital technology utilization applied by teachers in the learning process, uncover obstacles and the context of implementation in the field, and finally formulate an integrative approach between Islamic values and technology utilization that can be applied effectively in character education in the digital era. Education in Madrasah/Schools must be more than just focused on academic achievement; They must play a role in developing strong Islamic character. More interactive and contemporary learning methods are crucial, alongside the role of religious teachers as moral guides. Synergy between families, schools, and communities is necessary to create an environment that supports the development of positive character in students in the face of the influences of the times.

METHODS

This study uses a qualitative design with a case study approach to explore the role of Islamic Religious Education (PAI) teachers in the formation of students' disciplined character in technology-based Aqidah Akhlak learning in schools. This design was chosen because it allows researchers to gain an in-depth understanding of the phenomenon under study through rich and comprehensive data collection. This approach is also suitable for answering the proposed research questions regarding indicators, benefits, strategies, challenges, and expectations of PAI teachers in technology-based Aqidah Akhlak learning in forming students' disciplined character in schools.

This type of research is qualitative with a case study approach. The population in this study were all Islamic Religious Education teachers and students in Elementary Schools/Islamic Elementary Schools, Islamic Junior High Schools/Islamic Junior High Schools, and Islamic Senior High Schools/Islamic Senior High Schools. The research sample was taken purposively, namely selecting subjects who were considered to have the most knowledge and experience related to the research topic. The sample consisted of 13 Islamic Religious Education teachers and 5 students selected based on their active involvement in religious activities at school. The instruments used in this study included in-depth interviews and participant observation. In-depth interviews were conducted with Islamic Religious Education teachers to gain an in-depth perspective on their role in shaping students' disciplined character at school, with an interview guide compiled based on indicators of the role of Islamic Religious Education teachers as parents, coaches, scientists, storytellers, and therapists. Participatory observation was conducted by directly observing student activities at school to see how the formation of students' disciplined character in the daily learning process.

The data analysis process in this study includes data reduction, data display, and conclusion drawing and verification. Data reduction is carried out by summarizing, selecting, and focusing data on important aspects relevant to the research questions. This process involves coding data and grouping data that have similar themes. Data display is done by presenting data in the form of matrices, charts, or tables to facilitate researchers in understanding and drawing conclusions. Data is displayed systematically to show the relationships between themes and patterns that emerge from the data. Conclusion drawing and verification are carried out by reviewing the presented data and verifying it through data triangulation from various sources to ensure the validity and reliability of the findings. Triangulation is carried out by comparing data from interviews and observations.

Triangulation in this study was conducted by utilizing various data sources (Islamic Religious Education teachers and students) and various data collection methods (interviews and observations). This aims to ensure the validity and reliability of the data obtained and to assess the consistency of information from various perspectives. Conclusions were drawn by reviewing the data presented in the data display and then formulating key findings relevant to the research questions. These conclusions were verified through data triangulation to ensure the accuracy and reliability of the findings. The researcher also reflected on the findings to identify the practical and theoretical implications of this study.

The qualitative design used in this study enabled the researcher to answer the research questions in depth and comprehensively. The information presented is detailed enough to allow for replication of the study by other researchers. The procedures followed are clearly explained and logically sequenced. Sampling was carried out appropriately, selecting subjects relevant to the research topic. The data collection instruments and the types of data recorded are adequately explained, so that the research results can provide an in-depth analysis of the role of Islamic Religious Education (PAI) teachers in shaping students' disciplined character through digital-based Akidah Akhlak learning in schools. This study also aims to explain the implementation of technology-based learning, teachers' strategies in integrating Islamic values into the digital learning process, and identify barriers and supporting factors that influence the effectiveness of student disciplined character formation. Thus, this research is expected to make a significant contribution to the development of a technology-based Akidah Akhlak learning model that not only improves students' digital skills but also instills moral values and discipline in line with Islamic teachings.

RESULTS AND DISCUSSION

This study aims to analyze the role of Islamic Religious Education (PAI) teachers in strengthening the Pancasila-based student profile at Al-Azhar 15 Islamic High School in Semarang. The results were obtained through data presentation, data reduction, and data triangulation, as detailed below:

A. Student Discipline Character Indicators

1. Discipline in Worship

Based on interviews with Islamic Religious Education (PAI) teachers at Muhammadiyah Plus Elementary School in Semarang and direct observations of morning activities, students are accustomed to starting their day with the Dhuha prayer and reciting prayers together. Documentation data shows that these activities are included in the school's daily schedule. This activity demonstrates the consistent implementation of

disciplined worship, aligning with the pillars of faith and creed, and teaches responsibility for religious obligations.

2. Discipline in Maintaining Cleanliness

Field observations and interviews with homeroom teachers revealed that students have a structured cleaning schedule. Teachers also set an example by participating in classroom cleaning. Photographic documentation and student duty rosters support the finding that the value of discipline in maintaining cleanliness has become an integral part of the school culture.

3. Time Discipline

Based on interviews with Islamic Religious Education teachers and the principal, as well as observations of student arrival schedules, it appears that the majority of students arrive before the bell rings. Teachers emphasized the importance of respecting time, linking this to Islamic teachings on trust and responsibility. Observational data revealed that a small number of students still needed guidance to improve their discipline in submitting assignments on time.

4. Discipline in Learning

Triangulation of interviews and classroom observations showed that students were able to follow rules throughout the learning process. They paid attention to the teacher, spoke politely, and completed assignments in an orderly manner. Teachers provided reprimands using an educational approach when students violated rules. This demonstrates the development of a disciplined character oriented toward responsibility and moral awareness.

5. Wise Use of Technology

Based on interviews with third-grade Islamic Religious Education (PAI) teachers at MI Nurul Islam and observations of online learning activities, teachers guide students to use devices only for learning purposes. They also direct students to watch Islamic content and avoid sites that are inconsistent with Islamic moral values. Documentation data, including screenshots and learning activity reports, demonstrates active supervision and guidance.

B. Benefits of Using Technology in Building Student Character

Based on triangulation of teacher, student, and learning documentation data, the use of technology in teaching Akidah Akhlak has been proven to have a positive impact on developing students' disciplined character. Teachers at several schools, such as Daarul Maarif Middle School and Nurul Islam Islamic Middle School, use media such as YouTube, Canva, Wordwall, Quizizz, and interactive videos to deliver morality material in a more engaging manner. Observations show that students are more enthusiastic and focused in their lessons because digital media provides concrete visualizations of moral values.

Interviews with students at several schools also confirmed that they felt more motivated and disciplined during technology-based learning. For example, students reported being more disciplined in following schedules and completing assignments through digital platforms. Activity documentation showed increased student engagement in digital projects themed around noble morals. This reinforces the validity of the evidence that technology use not only enhances cognitive understanding but also supports the development of discipline and responsibility.

C. Teacher Strategies for Integrating Technology with Moral Values

Based on the results of interviews, observations, and documentation of learning activities, four main strategies were found for Islamic Education teachers in integrating technology with moral values :

1. Utilization of Islamic Digital Media

Teachers use Islamic educational content and platforms like Wordwall and Quizizz as engaging learning assessment tools. An interview with Ms. Afifatum Musyaadah, S.Pd., showed that teachers selectively choose content to ensure it does not conflict with Islamic moral values.

2. Educational Video Screening

Classroom observations revealed that teachers showed short videos on morals and discipline. Documentation of the video broadcast schedules indicated that this activity was conducted routinely.

3. Project Based Learning

Interviews with students and documentation of project results revealed that teachers assigned students to create content or videos themed around moral values. This strategy has been shown to enhance creativity while instilling responsibility for the work.

4. Role Model and Digital Ethics

Based on observations and interviews, teachers serve as role models in the use of technology in the classroom. Teachers remind students to use social media wisely and to demonstrate polite behavior when interacting online. Documentation of conversations on the platform.

D. Teachers' Challenges in Implementing Technology-Based Aqidah and Ethics Learning

The results of triangulation of data from teachers, students, and principals show several main challenges, including:

1. Infrastructure Limitations

Some schools still lack equipment such as projectors and stable internet, as confirmed by observations of school facilities.

2. Teacher Digital Skills

Interviews with teachers from MIS Tamhidiah showed that some teachers still have difficulty creating digital content due to minimal training.

3. Lack of Student Focus

From the results of observations and statements by Mrs. Selindawati, S.Pd, it was found that some students were easily distracted by online games during learning.

4. Limited Time and Preparation

Interview data shows that teachers need additional time to prepare digital materials, while the teaching load is quite heavy.

5. Lack of Parental Supervision

An interview with Ms. Oseolla Savana, S.Pd, showed that many parents are not yet actively accompanying their children in using technology, making it difficult for teachers to control students' digital behavior outside of school.

Triangulation between teacher and student data and supervisory documents shows that teacher-parent synergy is essential for technology-based learning to prioritize moral values.

E. Application of Technology Use to Student Character Formation

Classroom observations, in-depth interviews, and analysis of learning documentation show that the application of technology helps teachers instill the values of discipline, responsibility, and noble character in students. Teachers recognize that lagging behind in utilizing technology can hinder effective learning, so they are pursuing innovations such as creating Islamic digital content and project-based assignments.

Data triangulation shows that successful technology integration is highly dependent on teacher readiness, school support, and parental involvement. With targeted technology utilization based on Islamic values, Aqidah Akhlak (Islamic Creed) learning can shape a digitally literate, morally upright, and disciplined generation, in line with the goals of Islamic education.

DISCUSSIONS

A. Student Discipline Indicators

1. Discipline in Worship

The results of the study indicate that the formation of student discipline in worship is influenced not only by teacher supervision, but also by the internalization of faith values (aqidah) that are consistently instilled in the digital-based Aqidah Akhlak learning process. In this context, the use of digital media such as educational Islamic videos, prayer reminder apps, and broadcasts of exemplary stories of the Prophet and his companions helps students understand the meaning of worship in a contextual and engaging manner. This aligns with behaviorist theory, where habits (habit formation) can be built through repetition and positive reinforcement—in this case, reinforcement is carried out through interactive digital media that motivates students to worship disciplined.

Research (Andriana et al., 2021; Mukarromah & Andriana, 2022) revealed that children's adherence to parental values and expectations is an indicator of successful disciplinary education. These results reinforce the findings of current research, which suggests that obedience in worship also grows from instilling values through consistent role models and practices. However, this research adds a new context—that technology can be an effective tool for strengthening religious discipline by providing easy access to Islamic educational content relevant to students' lives. Thus, technology serves not only as a learning tool but also as a medium for internalizing spiritual and moral values that are adaptive to the digital era.

2. Discipline in Learning

Research findings indicate that students exhibit significant changes in learning behavior, such as arriving on time, focusing during lessons, and completing assignments by deadline. This reflects the development of academic discipline, a result of the implementation of interactive and meaningful technology-based Aqidah Akhlak learning. For example, the use of applications like Wordwall, Quizizz, and Google Classroom encourages students to follow a structured and scheduled learning flow. Students become more motivated because learning is packaged in the form of quizzes, digital projects, and engaging audio-visual content.

Theoretically, this aligns with Vygotsky's social constructivism approach, which emphasizes the importance of social interactions and the learning environment in shaping student behavior and understanding. In a digital context, teachers act as mediators of disciplinary values, while technology becomes a facilitator. Functions as a learning environment that supports positive habits. This finding is also supported by research (Mardikarini & Putri, 2020). which found that habituation and positive reinforcement in the classroom can improve students' learning discipline. However, this study broadens the context

by showing that technology integration can accelerate the process of developing discipline, as students are more easily guided and motivated through flexible and engaging digital learning systems.

Practically, the results of this study indicate that Islamic Religious Education teachers need to utilize technology not only as a teaching tool but also as a means of instilling moral values and character. Through well-designed digital learning, teachers can instill the values of responsibility, punctuality, and academic honesty. For example, students who habitually submit assignments on time on digital platforms will develop sustainable discipline habits, both in academic contexts and in their daily lives.

Thus, discipline in learning and worship in students does not emerge spontaneously, but is the result of a process of internalizing faith and moral values through technology-based learning that provides space for reflection, habituation, and continuous spiritual strengthening.

B. Benefits of Using Technology in Building Student Character

The results of the study indicate that the use of technology in learning Akidah Akhlak significantly contributes to the formation of students' disciplined character, both in cognitive, affective, and actual behavioral aspects at school. Students feel that the use of technology makes the learning process more interesting, easier to understand, and encourages them to be more responsible with their time and assigned tasks. Practically, technology helps teachers create an interactive, directed, and self-controlled learning atmosphere, thereby forming disciplined habits through scheduled and measurable activities. For example, the use of Wordwall and Quizizz encourages students to participate in learning on time because the system automatically closes access after the deadline expires. This fosters a sense of responsibility and continuous learning regularity.

phenomenon can be explained through constructivism theory and Bandura's social learning theory, which emphasize that learning occurs through interaction, observation, and reinforcement of positive behaviors. In the context of digital learning, students not only passively receive material but also actively participate in building understanding and good habits through technology. For example, digital literacy activities involving watching Islamic content on YouTube followed by discussion sessions encourage students to think critically and reflect on the moral values they learn. This is consistent with findings (Sari et al., 2021), which shows that digital literacy plays an important role in increasing learning motivation, creative thinking, and collaboration between teachers and students.

Furthermore, this study found that the use of Islamic digital media strengthens the relationship between teachers, students, and parents. Digital applications such as Google Classroom, WhatsApp Groups, and AI platforms are utilized as effective communication channels to provide real-time feedback on student discipline and learning progress. This aligns with research findings (Mahbubi, 2023), which emphasizes that technology can enhance collaboration between schools and parents in supporting Islamic character education. With intensive digital communication, the process of character formation becomes not only the responsibility of teachers in schools but also involves the role of the family as a child's primary moral environment.

From an Islamic educational theory perspective, the use of technology can be linked to the concept of holistic tarbiyah (Islamic education), an educational process that emphasizes not only cognitive aspects but also spiritual and moral aspects in an integrated manner. In this context, technology serves as a means to instill moral values through learning experiences

relevant to students' modern lives. The use of Islamic da'wah videos, interactive quizzes, and projects based on Islamic values reinforce positive behaviors such as discipline, responsibility, and honesty.

Thus, it can be concluded that the use of technology in teaching Akidah Akhlak (Islamic Creed) serves as an effective tool for strengthening students' disciplined character. Through digital media, teachers can instill Islamic values with a contextual and enjoyable approach, while students learn to manage their time, comply with rules, and be responsible for their assignments. This research expands on the findings (Luh & Ekayani, 2021), which highlights the function of learning media in increasing learning effectiveness, by adding a new dimension that technology not only improves academic achievement, but also shapes the moral and spiritual character of students in the digital era.

C. Teacher Strategies for Integrating Technology with Moral Values

Based on research findings, teachers at Islamic elementary schools (Madrasah Ibtidaiyah) strive to integrate technology with moral values through various practical approaches. For example, teachers use digital media such as instructional videos, the Google Classroom platform, and educational social media to reinforce students' values of honesty, responsibility, and discipline. This effort aligns with Ridho's (2023) theory, which states that the use of social media such as Facebook, Twitter, and Instagram can be utilized to teach moral values through educational communication and interaction.

Research findings also show that teachers act not only as facilitators but also as role models in implementing religious values in the digital world. This reinforces the view that teacher role models are key to technology-based character education. By practicing religious values such as honesty and fairness in the use of technology, teachers can provide concrete examples for students.

Furthermore, teachers strive to connect digital learning materials to the context of students' daily lives, such as through assignments to research Islamic values and create digital projects on morality. This approach supports the theory of contextual moral education, which emphasizes that learning becomes meaningful when directly connected to students' experiences and social realities. Thus, the strategy of integrating technology and Islamic values is not merely theoretical but also implemented in real-life learning practices that are relevant to today's digital culture.

D. Teachers' Challenges in Implementing Technology-Based Aqidah and Akhlak Learning

The research results show that teachers face various challenges in implementing creed-based learning and technology ethics. First, limited technological infrastructure is a major obstacle. Some Islamic elementary schools still lack equipment such as computers or adequate internet access. This aligns with findings (Wahyuni et al., 2025), which confirms that limited technological facilities have a direct impact on the effectiveness of implementing digital-based learning.

Second, the lack of training and support for teachers means that most teachers lack the optimal competency to manage technology-based learning based on Islamic values. These findings reinforce the theory that the success of technology integration in moral education depends heavily on the readiness of human resources, not just the availability of physical facilities.

Third, teachers also face digital moral and ethical dilemmas, such as the difficulty of controlling students' access to content inconsistent with Islamic values outside of class hours. This situation demonstrates that moral oversight in digital learning is not sufficient through instruction alone but requires a holistic approach that includes character development, strengthening digital literacy, and instilling moral responsibility in technology use.

Thus, the research findings reinforce the theory that teachers' role in the digital age is not merely as instructors, but also as moral guardians and guides to students' digital ethics. These challenges need to be addressed through increased teacher training, strengthened digital ethics regulations in schools, and collaboration between teachers, parents, and educational institutions to achieve a balanced learning environment between technology and moral aspects.

CONCLUSION

The integration of technology into the teaching of Aqidah and Akhlak (Islamic Creed) has proven to play a strategic role in shaping students' disciplined character and noble morals in the digital era. Through the use of various digital media such as YouTube, Quizizz, Wordwall, and Islamic learning videos, teachers are able to present material in a more engaging, interactive, and contextual manner, thereby increasing student engagement in the learning process. The strategies implemented by teachers not only focus on the technical aspects of technology use but also emphasize moral role models, the instillation of digital ethics, and Islamic values-based learning. However, the implementation of this integration still faces several obstacles, such as limited resources, a lack of digital training for teachers, and challenges in monitoring student behavior online. Therefore, synergy between teachers, schools, and parents is essential to ensure that technology is used wisely and oriented towards character building. By strengthening teacher competencies, supporting infrastructure, and instilling Islamic values in every aspect of digital learning, technology can be an effective tool in fostering a disciplined, noble, and responsible generation amidst the changing times.

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