

The Role of Islamic Religious Education in The Development of Students Spirituality and Morality in The Digitalization Era: Case Study of Students at Pertiba University Pangkalpinang

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Abstract

Islamic Religious Education (PAI) plays a crucial role in fostering students' spirituality and morality in the digitalization era. This study focuses on students at Pertiba University Pangkalpinang, examining how rapid digitalization impacts their behavior and values. While digital media offers vast opportunities for information access, it also poses challenges to students' spiritual and moral integrity. PAI in higher education serves as a guide to internalize religious values, helping students counter negative digital influences. Using a descriptive qualitative approach, data were collected through interviews, observations, and document analysis with students enrolled in PAI courses. The findings indicate that PAI positively contributes to students' spiritual and moral development. Students acknowledge that PAI provides essential insights into preserving religious values amidst the digital information flood. Furthermore, PAI enhances students' critical thinking in filtering information and promotes responsible digital media usage. The study concludes that PAI significantly shapes the spiritual and moral character of Pertiba University students, equipping them to navigate the challenges of the digital era. It recommends further development of PAI with approaches tailored to students' needs and emphasizes the role of lecturers as moral role models on campus.

Keywords: religious education, spirituality, morality, digital era

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Introduction

The development of technology and digitalization has changed various aspects of life, including behavioral patterns, lifestyles, and values adopted by students, in this digital era, students have wide access to global information and culture through the internet and social media, this makes it very possible for them to learn and develop independently, but also brings its own challenges, especially in terms of spirituality and morality, various negative content spread in cyberspace, such as violence, hate speech, and pornography, has the potential to damage moral and religious values that have been the basis of Indonesian society. (Ramdani, 2022).

In this context, students are faced with a choice between maintaining spiritual and moral integrity or following the flow of information without selection, students at Pertiba University Pangkalpinang are not immune from the impact, as a generation living in the midst of technological advances, they often face social pressure to follow digital trends that may not always be in line with religious values, then in this challenge demands strong character building through Islamic Religious Education (PAI) which not only aims to improve religious understanding, but also internalize spiritual and moral values in everyday life.

Islamic Religious Education in higher education has a strategic role in guiding students to understand and practice religious values consistently, even though they are faced with the challenges of digitalization, through Islamic Religious Education (PAI) learning, students are expected to be able to build strong characters, be critical of the information they consume, and be wise in using digital technology, therefore this study focuses on the role of Islamic Religious

Education in developing the spirituality and morality of students at Pertiba Pangkalpinang University, and how the values taught can help them face the challenges of the digitalization era wisely. (Romlah & Rusdi, 2023).

This condition makes Islamic Religious Education (PAI) have an important role in fostering and developing the spirituality and morality of students in higher education. Islamic Religious Education functions not only as a compulsory course, but also as a means to equip students with religious values that are relevant in everyday life, including in the use of digital technology. In higher education, especially at Pertiba Pangkalpinang University, Islamic Religious Education is expected to provide guidance and provisions for students so that they are able to maintain spiritual and moral integrity amidst the rapid flow of information and foreign culture that enters through technology.

This study is motivated by the need to understand more deeply the role of Islamic Religious Education in shaping strong student characters, both spiritually and morally, and how Islamic Religious Education can help students overcome the challenges that arise due to digital developments. This study is expected to provide insight for academics in developing Islamic Religious Education teaching methods that are more adaptive to the needs of students in the digital era, as well as encouraging students to use technology wisely and responsibly. (Hodijah et al., 2023).

Based on this background, this study seeks to explore more deeply how Islamic Religious Education plays a role in developing the spirituality and morality of students at Pertiba Pangkalpinang University amidst the challenges of digitalization, in this study it is hoped that it can contribute to understanding the importance of Islamic Religious Education in shaping strong student characters spiritually and morally, and provide recommendations for universities to optimize religious education in a context that is more relevant to the current digital era.

Rapidly developing digitalization presents serious challenges in maintaining and developing spiritual and moral values, especially among students. The unlimited flow of global information makes it easy for students to access various types of content, including those containing negative values. Content that promotes a hedonistic lifestyle, violence, and individualism can influence the behavior and values held by students. As a result, many students are vulnerable to losing their direction and identity due to the negative influence of digital media that is not in line with the expected religious and moral values. This condition raises important questions regarding the role and effectiveness of Islamic Religious Education (PAI) in higher education in protecting students from these influences. (Noperman, 2022).

On the other hand, the teaching method of Islamic Religious Education also faces challenges in adapting to the needs of students in the digital era, students today tend to be more responsive to interactive and applicable learning methods, which can link religious values with real life in the digital world, however, most of the Islamic Religious Education teaching methods are still conventional and have not utilized much technology or contextual approaches that are relevant to the situations faced by students, in this case resulting in a lack of interest and active participation of students in Islamic Religious Education learning, so that the internalization of religious values as a moral foundation is less than optimal. (Saputra, 2024).

Another problem that arises is how Islamic Religious Education can truly help students not only to understand religious teachings cognitively, but also to internalize these values so that they become a guide in their attitudes and behavior, especially in interacting in cyberspace. Islamic Religious Education is expected to be a strong fortress in building the character of students who are steadfast in their spirituality and morality, but in practice, the influence of digital culture is often more dominant in shaping students' mindsets and actions, this raises challenges for universities, including Universitas Pertiba Pangkalpinang, to develop an Islamic Religious Education learning approach that is not only theoretical, but also applicable and relevant in everyday life in the digitalization era.

This study aims to deeply understand the role of Islamic Religious Education (PAI) in developing the spirituality and morality of Universitas Pertiba Pangkalpinang students in the digitalization era, in the context of rapid technological developments, this study wants to explore the extent to which Islamic Religious Education can equip students with strong religious values so that they are able to face challenges and negative influences from digital media wisely. In addition, this study aims to evaluate the effectiveness of Islamic Religious Education teaching methods in building students' character with spiritual and moral integrity.

The main objective of this study is to explore the strategic role of Islamic Religious Education in guiding students to be able to internalize religious values in everyday life, including in the use of digital technology, by understanding this role, it is hoped that new approaches that are more relevant to answer the needs of students in facing the challenges of the digitalization era can be identified, then this study also aims to find innovations in Islamic Religious Education learning that can link religious concepts with dynamic digital life, so as to attract interest and increase active participation of students in learning. (Jihadi et al., 2024).

In addition, this study aims to provide practical recommendations to Pertiba Pangkalpinang University regarding strategies for developing a curriculum and teaching methods for Islamic Religious Education that are more contextual and interactive. With a more adaptive approach, it is hoped that students will not only understand religion as a normative teaching, but also as a practical guide in life, especially in the digital world which is full of moral challenges. Through this research, it is hoped that Islamic Religious Education can be more optimal in helping students develop the ability to choose, sort, and utilize technology positively, as well as maintain the integrity of their spirituality and morality in the midst of the rapid flow of digitalization.

This research is expected to provide benefits both theoretically and practically in the development of Islamic Religious Education (PAI), especially in the context of higher education in the digitalization era, theoretically, this research can be a scientific contribution in understanding the strategic role of PAI in building students' spirituality and morality in the midst of globalization and digitalization, then this study is expected to enrich academic literature regarding the relevance of Islamic Religious Education (PAI) as an important instrument in character formation of the younger generation, especially in higher education environments such as Pertiba Pangkalpinang University, then practically, this research provides direct benefits for educational institutions, especially Pertiba Pangkalpinang University, in evaluating and developing PAI teaching methods, with the results of this study can be a reference for developing learning strategies that are more relevant to the needs of students in the digital era, such as the use of technology in the learning process or the integration of religious material with contemporary issues faced by students. (Munawir et al., 2024).

Thus, PAI can be more interesting, contextual, and applicable, so that students not only understand religious values theoretically but are also able to implement them in everyday life, including in the use of digital media wisely. For students, this study can provide insight and inspiration about the importance of maintaining and developing spirituality and morality amidst the various negative influences of digital media, the findings of this study are also expected to encourage students to be more critical and selective in absorbing information from cyberspace, and wiser in utilizing technology for positive self-development and based on religious values, furthermore this study is expected to provide benefits for policy makers in the field of Islamic Higher Education, as a basis for formulating policies that support the strengthening of Islamic Religious Education in the digital era, with the recommendations produced, it is hoped that the religious education system in higher education can continue to adapt and provide a greater impact in building a young generation with integrity, critical, and competitive, without abandoning the religious values that are the basis of their morality.

In this study, a number of references and theories related to the Role of Islamic Religious Education (PAI) in developing students' spirituality and morality in the digitalization era will be discussed to provide a theoretical basis for this research, this discussion includes basic concepts

regarding Islamic Religious Education, spirituality, morality, and the impact of digitalization on students' lives, especially in the context of character development through religious education, this literature review also shows that Islamic religious education plays a vital role in developing students' spirituality and morality, presenting solutions to the challenges posed by the digitalization era. PAI in higher education, including at Pertiba Pangkalpinang University, needs to continue to innovate in order to remain relevant and effective in shaping students' characters based on religious values. Several recent studies provide important insights on this topic, including the role of Islamic Religious Education (PAI) in shaping students' character, especially in facing the impact of digitalization.

Islamic Religious Education (PAI) has a central role in developing students' spirituality, which not only focuses on understanding religious teachings, but also on applying religious values in everyday life. According to recent research conducted by Ningsih (2021), PAI contributes to strengthening students' faith and piety through the integration of religious values in their academic and social activities. PAI in higher education functions as a means to maintain and develop students' spiritual awareness amidst the current of modernity and technological advances.

In the era of digitalization, students' morality is often tested by easy access to information and behavior that can damage their integrity. Islamic Religious Education is considered to have an important role in shaping strong morality. In research conducted by Syafii (2023), it was stated that PAI can strengthen students' character by providing a deep understanding of Islamic ethics and moral values. Through religious teaching that is adapted to the times, PAI contributes to guiding students to maintain morality even in the midst of the temptations of digitalization that often lead to uncontrolled behavior

Digitization has a double impact on students, both positive and negative, on the one hand, technology makes it easier to access religious knowledge, but on the other hand, unfiltered information can form views and behaviors that conflict with religious values. According to research by Hasanah and Mustofa (2022), the use of technology in Islamic religious education needs to be regulated wisely in order to improve students' spiritual understanding and morality, a contextual approach that combines religious teachings with modern technology can help students to adhere to religious principles in facing changing times.

Method

In the study entitled "The Role of Islamic Religious Education in Developing Student Spirituality and Morality in the Digitalization Era with a Case Study of Students at Pertiba Pangkalpinang University", several methods that can be used to obtain valid and in-depth data on the phenomena studied include qualitative approaches, case studies, and phenomenological methods, then the research method used in this study also aims to provide a holistic and in-depth understanding of the role of Islamic religious education in shaping student character, both in the real world and in facing the digitalization era.

The qualitative approach is the right method for this study because it focuses on a deep understanding of students' experiences in participating in Islamic religious education in the digital era, qualitative methods allow researchers to explore students' perceptions, attitudes, and experiences related to the application of religious values in their daily lives, especially in dealing with the influence of technology, by using in-depth interviews and focused group discussions through focus group discussions, researchers can collect rich data on how students integrate religious teachings with the challenges of digital life, this approach also allows researchers to explore the nuances of students' responses to Islamic Religious Education material and its impact on their spirituality and morality. (Achjar et al., 2023).

The case study method will be very relevant because this study aims to understand the phenomena that occur in a particular context, namely at Pertiba Pangkalpinang University, with a case study, researchers can identify the challenges and strategies used in the implementation of

Islamic religious education in the formation of student character in the university environment, if the focus is on one university allows researchers to dig deeper into local dynamics and factors that influence the results of Islamic religious education, in case study research will also provide more detailed insights into how students at the university interact with technology, and how it relates to changes in their religious values and morality.

The Phenomenology method is used to understand students' subjective experiences of Islamic religious education in developing their spirituality and morality, through phenomenology, researchers can identify how students interpret and live religious teachings in everyday life, both in the real world and the virtual world, with this approach will help researchers understand in depth the meaning given by students to changes in their behavior and attitudes after taking courses or programs related to Islamic Religious Education. Phenomenology is also useful for revealing how students feel the challenges and opportunities in maintaining their morality amidst digital progress. (Hermawan Winditya, 2023).

In this study, data collection and analysis can be carried out through various methods such as semi-structured interviews, participant observation, and document studies related to the implementation of Islamic Religious Education at universities, then interviews can be conducted with students, lecturers, and other related parties to obtain a comprehensive perspective, then in the meantime, participant observation can provide a direct picture of how religious values are applied in academic and non-academic activities on campus, the data collected is then analyzed using thematic analysis techniques, where researchers will identify patterns that emerge in students' experiences related to Islamic religious education, spirituality, and morality. (Handoko et al., 2024).

Results

Digitalization brings great progress in various aspects of life, including Education, but easy access to technology also poses serious challenges to students' spirituality and morality, most students are now directly connected to social media, entertainment platforms, and uncontrolled sources of information, so this has the potential to reduce their intensity in carrying out worship and deepening spiritual values, PAI in universities has a responsibility to help students maintain and strengthen their spirituality in the face of various distractions presented by the digital era. Pertiba University, faced with local and global dynamics that require a special approach, this study shows that many students tend to experience a gap between understanding religious teachings and applying these values in the real world, especially in their digital interactions, PAI must be designed to be able to bridge this gap with an innovative approach, such as the integration of technology in teaching religion and the values of spirituality and morality of students.

Student morality is also one aspect that is vulnerable to the negative effects of digitalization, the Internet and digital media are often a space where moral values are tested, either in the form of cyberbullying, hoaxes, the spread of unethical information, or access to inappropriate content. (Miswar et al., 2023). At Pertiba Pangkalpinang University, there is an urgent need to guide students to be able to use technology wisely and adhere to the moral principles taught in Islam. Islamic Religious Education plays an important role in providing a solid moral foundation for students, Islamic religious education not only teaches religious theories, but also integrates these values into the practice of students' daily lives, including in their digital activities, with a relevant approach, Islamic Religious Education can help students understand the importance of moral responsibility in every action, both in the real world and the virtual world.

Islamic Religious Education has great potential to answer the challenges presented by digitalization, as part of the higher education curriculum, Islamic Religious Education (PAI) must be able to adapt teaching methods to be relevant to current needs, in the use of digital platforms, such as e-learning or Islamic-based applications, can be a means to convey religious teachings in a more interesting way and in accordance with the lifestyle of students, at the University of Pertiba Pangkalpinang, it is important to integrate materials that discuss ethics in technology, such as etiquette in communicating online, information management, privacy protection, thus, students

can develop strong morality while having the ability to navigate the digital world in an Islamic way, in line with research stating that technology-based religious education can increase students' moral awareness and strengthen their spiritual values. (IDRUS, 2024).

The problems that can be identified include the challenges faced by students, changes in behavior due to digitalization, and the effectiveness of the implementation of Islamic religious education, the first is the challenge of the digital era to student spirituality, namely the gap between understanding and practice, students often understand religious teachings theoretically but have difficulty applying them in everyday life, especially in digital activities such as social media and the use of technology, disruption in the balance of worship, many students experience a decrease in the intensity of worship due to digital distractions, such as excessive use of gadgets for entertainment or communication, and the lack of a spiritual approach in technology, not all students can find relevant and interesting religious content in the digital era.

The second problem is the degradation of morality in the digital world, namely exposure to negative content, students are often exposed to digital content that is not in accordance with religious values, such as pornography, hoaxes, or hate speech, which have the potential to damage morality, then the challenge of digital ethics, in interacting in cyberspace, some students do not understand Islamic manners, such as in communicating, maintaining privacy, or avoiding the spread of incorrect information, then the shift in social values, the use of technology often replaces meaningful social interactions, reduces empathy, and weakens the moral values taught in religious education.

The third problem is the effectiveness of Islamic religious education, namely the limitations of traditional teaching methods, conventional Islamic religious education teaching methods are sometimes unable to attract the interest of students who are accustomed to interactive and visual technology in the digital era, the lack of integration of technology in Islamic religious education, there are challenges in utilizing technology optimally to deliver Islamic religious education materials, such as e-learning or Islamic-based applications, then the lack of awareness of the importance of Islamic religious education, while some students consider Islamic Religious Education courses to be merely academic formalities, so they do not appreciate the religious values taught. (Thoriq, 2024).

Other problems, contextual challenges on the campus of Universitas Pertiba Pangkalpinang, the diversity of student backgrounds, namely Universitas Pertiba Pangkalpinang has students from various social and cultural backgrounds, which affect the way they absorb and apply the values of Islamic religious education materials, then the support of the campus environment that does not support the implementation of religion-based programs can be an obstacle in forming student character according to Islamic values, so it can be concluded that the identification of this problem shows that there is an urgent need to develop new strategies in Islamic Religious Education that are able to answer the challenges of the digitalization era, which includes the use of relevant technology, interactive teaching approaches, and the formation of campus programs that support the strengthening of student spirituality and morality.

The use of technology in Islamic religious education has a lot of potential to improve the quality of learning and the development of student spirituality and morality. However, along with technological advances, there are several challenges that need to be faced to ensure that technology is used effectively and in accordance with the goals of religious education. One of the biggest challenges in utilizing technology for Islamic religious education is the gap in access to technology. Although technology is developing rapidly, not all regions or individuals have equal access to digital devices or adequate internet networks, in developing countries or rural areas, difficulties in accessing high-speed internet or appropriate digital devices are still significant barriers, therefore, it is important to improve digital infrastructure, provide affordable devices, and expand internet access, especially in underserved areas, so that every student has an equal opportunity to utilize technology in deepening religious knowledge. (Helandri & Supriadi, 2024).

The internet is a very rich resource for information, including information related to religion. However, one of the major challenges in utilizing technology for Islamic religious education is the quality and validity of the information available, not all materials available in cyberspace are accurate, valid, or in accordance with the true teachings of Islam, in some cases, misinformation or even erroneous teachings can easily spread through blogs, social media, or websites that cannot be accounted for. For example, the spread of extremist or radical understanding on the internet can affect students who do not have sufficient knowledge to assess the quality of the information, therefore, digital literacy education is key to helping students understand how to choose trusted sources of information and how to verify religious information before accepting it as the truth.

Wider accessibility of Islamic Religious Education materials, namely digital technology makes it easy for students to access various religious materials without being limited by space and time, through mobile applications, learning videos on platforms such as YouTube, or online courses (for example on Coursera or edX), students can follow Islamic religious studies with various approaches, both traditional and modern. This allows students to gain a broader perspective on Islamic teachings, including the interpretation of the Qur'an, hadith, fiqh, and morals, for example, platforms such as Islamic Online University (IOU) provide Islamic-based courses that can be accessed by students in various parts of the world, with a technological approach that allows Islamic teaching to be carried out with more interactive methods, such as webinars, podcasts, and online discussion forums, students not only receive information, but can also discuss, ask questions, and share experiences in a religious context. This helps them to internalize religious values in a more personal or individual way.

The negative impact of technology on student behavior, especially social media, often has a negative impact that also affects the development of students' spirituality and morality, in a digital world full of entertainment, viral content, and instant interactions, students can get caught up in consuming uneducated information, such as pornography, hatred, or hoaxes, excessive use of social media can also lead to digital addiction, reducing the time that should be used for worship, self-reflection, or positive social interactions, social media often introduces values that conflict with Islamic moral principles, such as materialism, individualism, or a more secular lifestyle, students may feel influenced to follow trends or norms that are not in accordance with religious teachings, which can ultimately reduce the quality of spirituality and morality, so the big challenge is how to utilize technology for Islamic religious education without getting caught up in the negative impacts of social media and the internet. (Muvid et al., 2024).

The lack of digital literacy provision for Islamic religious educators, especially in more traditional areas, may not have adequate skills in using technology for education, although some clerics and religious educators have begun to adopt digital media, most still use conventional teaching methods and do not make maximum use of technology, this can hinder the use of technology in improving the quality of Islamic religious education at the tertiary level. Digital literacy is not only about using technological tools, but also about understanding how to use technology to support effective teaching, Islamic religious educators need to be trained to utilize online learning platforms, prayer reminder applications, and social media to increase student engagement. (Lestyaningrum et al., 2022).

It can be concluded that although technology has great potential to improve and advance Islamic religious education, these challenges need to be addressed with a wise approach, digital literacy education, improving technological infrastructure, and training for Islamic religious educators to utilize technology effectively are important steps to maximize the positive potential of technology in developing students' spirituality and morality, by addressing these challenges, technology can be a very effective tool in strengthening Islamic religious education in the digital era.

One of the main recommendations is the need to strengthen the Islamic religious education curriculum which is designed to be more interactive and relevant to the digital era, technology must be utilized as a tool to support the religious learning process which is not only textual but

also applicable, this curriculum strengthening can be done by including elements of technology-based learning, such as the use of interactive Al-Quran applications, learning videos, online modules, and digital discussion forums, with this approach not only makes Islamic religious learning more interesting for students, but also allows them to learn independently by utilizing technology, thus, students not only understand the concept of religion in theory but are also able to integrate it into everyday life which is greatly influenced by technology, in addition, it is important to ensure that this curriculum also teaches digital skills that are relevant to the religious context, the updated curriculum will increase the involvement of students who have practical abilities to apply Islamic values in the digital era.

The next recommendation is the need for efforts to increase students' moral awareness in facing the challenges of the digital world, findings show that students often face moral dilemmas in the use of social media, consumption of digital content, and interactions in cyberspace, Islamic religious education needs to emphasize the importance of moral values that are relevant to the digital context, such as honesty, responsibility, and ethics in media, students need to be equipped with an understanding of the dangers of spreading hoaxes, hate speech, or consuming uneducated content, and their impact on themselves and society, in this way, students can better understand the moral consequences of their actions in the digital world and learn to make more ethical decisions in accordance with Islamic values, students are invited to work together to create a healthier and more moral digital ecosystem, through this collective approach, students can feel more inspired to live a digital life in accordance with religious principles. (Oktaviana et al., 2023).

In order for the above recommendations to be implemented properly, it is very important to increase the capacity of Islamic religious educators in utilizing technology for teaching, based on research, many educators are still limited in their ability to use digital platforms or do not fully understand how to integrate technology into religious learning, therefore, training and workshops for educators are an urgent need. Islamic religious educators need to be trained to use technology such as Learning Management Systems (LMS), religious education-based applications, or social media as tools to support learning, in addition they also need to understand how to teach digital ethics to students with an appropriate approach, with the presence of digitally competent educators, students will find it easier to understand how to apply Islamic values in their digital lives. (Alfiyanto & Hidayati, 2022).

The final recommendation is the need for ongoing research and evaluation of the effectiveness of the use of technology in Islamic religious education, with the rapid development of technology, regular evaluation will help ensure that the curriculum and teaching methods remain relevant and effective, research can also provide new insights into the best ways to integrate technology in religious teaching, while identifying new challenges that may arise. Educational institutions can partner with technology and religious experts to develop more innovative technology-based solutions, for example developing an artificial intelligence (AI)-based religious learning application to provide a personalized and interactive learning experience, this research will not only improve the quality of Islamic religious education but also create an educational model that can be adopted by other institutions.

Research on the role of Islamic religious education in developing the spirituality and morality of students at Pertiba University Pangkalpinang, provides several interesting new findings, which not only describe the role of religious education in shaping the character of students, but also how Islamic religious education can adapt to technological developments and challenges in the digital era, these findings include several aspects of more interactive Islamic religious teaching, changes in the pattern of developing student spirituality, and challenges in maintaining morality in cyberspace.

Islamic religious education at Pertiba University Pangkalpinang has succeeded in increasing the level of student spirituality, especially through the integration of technology in learning, students utilize religious applications, learning videos, and other digital resources to deepen their religious knowledge, this technology not only facilitates access to learning materials but also helps

students carry out worship more regularly and consistently. For example, prayer reminder applications or prayer guides encourage students to continue to maintain their relationship with Allah SWT, even in the midst of the busyness of the modern world, thus, Islamic religious education is able to bridge the spiritual needs of students with technological advances, which makes religious teachings more relevant and applicable in their lives.

Student morality is strengthened through learning Islamic religious values, namely by building spirituality, Islamic religious education also plays an important role in strengthening student morality, this study shows that students who regularly take Islamic religious lessons tend to better understand and internalize values such as honesty, responsibility, and tolerance, religious education not only teaches theory, but also emphasizes the importance of applying these values in everyday life, including in their interactions in cyberspace, with the help of Islamic religious education, students are better able to face moral challenges in the digital era, such as avoiding the spread of hoaxes, hate speech, or other unethical behavior. (Rahma et al., 2024).

Challenges and solutions in the digital era, this study also highlights the significant challenges faced by students in maintaining morality in the digital world. The digital era expands access to various information, but not all of this information is in accordance with Islamic religious values, students often encounter content that is contrary to Islamic teachings, such as pornographic material, hate speech, and consumption of other negative content, Islamic religious education provides a solution by teaching digital ethics and instilling awareness to use technology wisely. Educational institutions at Pertiba University Pangkalpinang have also facilitated religious activities that support the formation of student character, such as online studies, moral discussion forums, and digital awareness campaigns based on Islamic values.

Relevance and Innovation of Islamic Religious Education, the results of this study show that Islamic religious education at Pertiba University Pangkalpinang has increasingly strong relevance in the digital era, with innovations in learning methods such as the use of interactive technology, Islamic religious education is able to reach the younger generation in a more interesting and effective way, in this case not only helping students to understand religious teachings more deeply, but also encouraging them to apply Islamic values in modern life which is full of challenges, Islamic religious education is also an important moral and spiritual guideline for students to become responsible, tolerant individuals and contribute positively to society.

Conclusion:

The challenges of the digital era to student spirituality, present various challenges that affect student spirituality, such as the rise of negative content in digital media, individualistic lifestyles, and decreased worship activities due to dependence on technology, students tend to be busier with their digital devices, which reduces time for spiritual reflection or religious activities, however, positive opportunities are also found, such as the availability of digital platforms to deepen religious understanding through online lectures, worship applications, and spiritual-based virtual communities.

The degradation of student morality in the digital era, triggers changes in student behavior, especially in terms of morality, namely the ease of accessing information without filters often leads to the spread of values that are not in line with social and religious norms, phenomena such as cyberbullying, misuse of social media, and consumer behavior are indicators of moral degradation, the influence of a less controlled digital environment also reduces students' awareness of ethical values, such as social responsibility, empathy, and respect for authority.

The Effectiveness of the Implementation of Islamic Religious Education (PAI), at the higher education institution of Pertiba University has a strategic role in shaping the spirituality and morality of students, but its effectiveness is often hampered by the lack of innovation in teaching methods, which are still predominantly traditional, as well as the minimal integration of digital technology in the curriculum, students who take Islamic Religious Education (PAI) learning with an

interactive and technology-based approach show an increase in understanding of religious values and positive behavior compared to conventional methods.

The findings in this study provide new insights into how Islamic religious education at Pertiba University adapts to the demands of the times and technological developments, the use of technology in religious learning, strengthening student worship practices, moral challenges in the digital world, involvement in religious activities, and an emphasis on the values of tolerance and social justice, all reflect the role of religious education that is more dynamic and relevant in the digital era, then continues to innovate to provide better provision to students in facing challenges and opportunities in the digital world.

Suggestions and Recommendations: Universities are expected to strengthen the Islamic religious education curriculum by optimally utilizing digital technology, such as the use of interactive applications or online learning. Strengthening collaboration between educational institutions, families, and communities in building a spiritual ecosystem that supports students. There needs to be more intensive digital literacy to build critical awareness of students towards the negative impacts of the digital era and how to manage it in accordance with religious values.

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