

## DISCIPLINE IN ISLAMIC RELIGIOUS EDUCATION: MAINTAINING TRUTH VALUES IN THE MODERN ERA

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### Abstract :

*In the rapidly developing modern era, the main challenge in Islamic education is how to maintain the truth values taught in Islam, especially among the younger generation exposed to globalization, social media, and secular lifestyles. This study aims to analyze the role of discipline in Islamic Religious Education (IRE) at MTs Nurul Abror Asembakor Kraksaan Probolinggo in preserving Islamic values amid the progress of the times. This research uses a qualitative approach with a descriptive design, through semi-structured interviews, direct observations, and document analysis. Data were collected from 10 IRE teachers, 30 students, and 5 school administrators. The results of the study show that religious discipline is applied well within the school; however, the main challenge arises from the influence of social media and peer pressure outside the school. Furthermore, technology plays a dual role: on one hand, it can strengthen religious learning, but on the other hand, it also becomes a source of distraction. This study concludes that in order to preserve Islamic values, religious discipline needs to be applied consistently across all aspects of students' lives, both inside and outside school. The implications of this study suggest the need for synergy between schools, families, and communities in supporting Islamic education that is relevant to the challenges of the times. The recommendations of this study include the development of curricula and training programs that involve parents and the community in strengthening religious discipline among students.*

**Keywords :** Discipline; Islamic Religious Education; Truth Values; Modern Era

### Abstrak :

Di era modern yang berkembang pesat, tantangan utama dalam pendidikan agama Islam adalah bagaimana mempertahankan nilai-nilai kebenaran yang diajarkan dalam Islam, terutama di kalangan generasi muda yang terpapar pengaruh globalisasi, media sosial, dan gaya hidup sekuler. Penelitian ini bertujuan untuk menganalisis peran disiplin dalam Pendidikan Agama Islam (PAI) di MTs Nurul Abror Asembakor Kraksaan Probolinggo dalam menjaga nilai-nilai Islam di tengah kemajuan zaman. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif, melalui wawancara semi-terstruktur, observasi langsung, dan analisis dokumen. Data dikumpulkan dari 10 guru PAI, 30 siswa, dan 5 administrator sekolah. Hasil penelitian menunjukkan bahwa disiplin agama diterapkan dengan baik di sekolah, namun tantangan utama muncul dari pengaruh media sosial dan tekanan teman sebaya di luar sekolah. Selain itu, teknologi memiliki peran ganda: di satu sisi dapat memperkuat pembelajaran agama, namun di sisi lain juga menjadi sumber distraksi. Penelitian ini menyimpulkan bahwa untuk mempertahankan nilai-nilai Islam, disiplin agama perlu diterapkan secara konsisten di semua aspek kehidupan siswa, baik di dalam maupun di luar sekolah. Implikasi penelitian ini adalah perlunya sinergi antara sekolah, keluarga, dan masyarakat dalam mendukung pendidikan agama Islam yang relevan dengan tantangan zaman. Rekomendasi penelitian ini adalah perlunya pengembangan kurikulum dan program pelatihan yang melibatkan orang tua dan komunitas dalam memperkuat disiplin agama di kalangan siswa.

**Kata Kunci:** Disiplin; Pendidikan Agama Islam; Nilai Kebenaran; Era Modern

## INTRODUCTION

In this modern era, rapid changes in various aspects of life, including social, cultural, and technological, influence individual thought patterns and behavior. Furthermore, among the younger generation, particularly in educational settings, a major challenge arises regarding how to maintain the true values taught in Islam amidst the rapid flow of information and shifting social norms (Purwowidodo & Zaini, 2024). Globalization and modernization, marked by the penetration of foreign cultures through the internet and social media, introduce values that are not always aligned with Islamic teachings. This makes students more susceptible to the influence of information that could obscure the religious principles they have been taught (Nazifah Fitri Annisa *dkk.*, 2024).

Islamic Religious Education (IRE) in schools, particularly in Islamic Junior High Schools (Madrasah Tsanawiyah) such as MTs Nurul Abror Asembakor Kraksaan Probolinggo, plays a crucial role in shaping students' character and morality. Islamic religious education focuses not only on theoretical knowledge but also on developing noble morals as a manifestation of an understanding of Islamic teachings (Syafi'i *dkk.*, 2025). However, the phenomena of globalization and modernization often contribute to the loss of religious education's influence on students' daily attitudes and behavior. Social media, for example, is a factor that significantly influences the younger generation in filtering values they deem relevant to their lives. Furthermore, changes in lifestyles that are more consumerist and individualistic also influence the mindset and attitudes of the younger generation towards religious values (Mansir, 2022).

Therefore, in this context, discipline in Islamic religious education is an aspect that needs to be maintained and developed. Islamic religious discipline focuses not only on teaching material but also on developing responsible and virtuous character. To ensure Islamic religious education remains relevant and effective in facing the increasingly complex challenges of the times, efforts are needed to maintain and internalize Islamic values through a more contextual and adaptive disciplinary approach to social, technological, and cultural changes (Muzawir Munawarsyah, 2023).

Although Islamic religious education has been extensively researched across various aspects, there remains a gap in the discussion regarding how to maintain true values within the context of Islamic education disciplines in the

modern era. While some previous studies have focused more on curriculum implementation or Islamic religious education teaching strategies, few have explored in depth the challenges of maintaining true values within Islamic religious education disciplines, particularly in a rapidly evolving social and technological context. Previous studies have often focused on the technical aspects of teaching without considering external influences that influence the discipline within Islamic religious education (Wajdi dkk., 2025).

Based on several previous studies, there is still little research linking the relationship between discipline in religious education and changes in student character in an increasingly globally connected world. Yet, external influences from the outside world, such as social media, pop culture, and technological advances, significantly shape students' mindsets and behaviors. This indicates a gap in Islamic religious education theory that addresses how to maintain religious discipline so that it remains relevant and effective in the context of students' daily lives, which are inseparable from modern developments. This study aims to bridge this gap by focusing on the role of discipline in maintaining Islamic values among students of Islamic junior high schools (Madrasah Tsanawiyah) and analyzing the challenges students face in upholding these values (Abror & Suud, 2024).

Several previous studies have extensively examined Islamic religious education, particularly its moral and ethical aspects. For example, Muh Judrahi (2024) discussed the importance of the role of Islamic religious education teachers in building student character and strengthening morals. (Judrah dkk., 2024) Research by Selamat Awan Setiawan also emphasized the importance of Challenges for Islamic Religious Education teachers in implementing the independent curriculum in Islamic religious education learning (Setiawan & Pd, 2024). Furthermore, Clara Duta Wahyu Dinata, in her research, also titled Innovative Strategies of Islamic Religious Education Teachers in Shaping Student Discipline: A Study with a Phenomenological Approach, did not discuss much about how the implementation of this discipline faces the challenges of modernity and technological developments (Dinata & Ali, 2024).

However, most previous research has focused more on the theoretical and methodological aspects of religious education, without specifically addressing the real-world challenges students face in upholding Islamic values amidst the rapid development of today's world. Furthermore, few studies have focused on the role of students' social and cultural environments in influencing their

adherence to religious values. Therefore, this study aims to explore how discipline in Islamic religious education can be effectively implemented in a modern context, taking into account social, cultural, and technological aspects (Nasucha dkk., 2023).

This research brings novelty to the study of Islamic religious education, particularly in terms of discipline and how Islamic values can be maintained amidst modern progress. This research focuses not only on curriculum or teaching methods, but also on students' attitudes toward religious discipline in the context of modernization (Karim dkk., 2024). Another novelty is the emphasis on the integration of technology in Islamic religious education, which is often overlooked in many studies. In an increasingly digitalized world, technology is not only used to support learning but can also serve as a tool for internalizing religious values in students' daily lives. This technology includes digital-based religious learning applications, the use of social media for da'wah (Islamic outreach), and applications that teach and remind students about Islamic teachings in a more engaging and understandable way (Badiana dkk., 2025).

This study also pays special attention to the situation at MTs Nurul Abror Asembakor Kraksaan Probolinggo, which is representative of the challenges faced by many religious-based junior high schools in Indonesia. Thus, this study provides a clearer picture of how Islamic religious education can adapt to changing times while maintaining the values inherent in Islamic teachings, both at the student level and within the educational institution itself.

The main problem addressed in this research is how discipline in Islamic religious education can help students maintain Islamic values in the face of the challenges of modern developments. This study aims to: 1). Identify the challenges faced by students at MTs Nurul Abror Asembakor Kraksaan Probolinggo in maintaining Islamic values in the modern era, particularly in relation to the influence of social media and global lifestyles. 2). Assess the influence of Islamic religious education discipline on the character development of students at the madrasah. 3). Provide recommendations on how Islamic religious education can adapt to current developments while maintaining the values of truth contained in Islamic teachings. 4). Examine the extent of involvement of parents, the community, and other educational institutions in supporting Islamic religious discipline education to maintain religious values in the younger generation.

This research is expected to provide benefits, both academically and

practically. Academically, this research is expected to enrich the treasure trove of Islamic religious education research with an emphasis on aspects of discipline and student character formation in a modern context. This research can also contribute to the development of Islamic religious education theory that is more effective in maintaining the values of truth amidst the challenges of modernization. Practically, the results of this study can be used by educators and related parties at MTs Nurul Abror Asembakor Kraksaan Probolinggo, as well as other Islamic religious educational institutions, to improve the quality of religious education relevant to the challenges of the times (Sumarto & Harahap, 2025).

Furthermore, the results of this study can be used as a reference for developing training programs or workshops for teachers and parents to support more effective religious education in the digital age. Thus, this research also has an important social contribution, contributing to improving the quality of religious education at the madrasah level and in society at large (Jannah dkk., 2025).

## **RESEARCH METHOD**

This study uses a qualitative approach with a descriptive research design. The qualitative approach was chosen because it aims to explore an in-depth understanding of the implementation of discipline in Islamic Religious Education (IRE) and its role in maintaining Islamic truth values in the modern era. The descriptive research design was used to describe in detail the experiences and perspectives of teachers, students, and school administrators regarding the implementation of discipline in religious education and its impact on students' character development.

The primary instruments used in this study include semi-structured interviews, direct observations, and document analysis. Semi-structured interviews were conducted with IRE teachers, students, and school administrators to explore their perspectives on the implementation of discipline in IRE. The observation instrument was used to assess how discipline in religious practices was applied in daily activities, such as group prayers and Quran recitations. The document analysis was used to analyze the curriculum, textbooks, and school regulations related to religious discipline.

The population of this study consists of all teachers, students, and administrators at MTs Nurul Abror Asembakor Kraksaan Probolinggo. The sample was selected using purposive sampling, choosing participants who were

directly involved in the process of implementing or experiencing Islamic education and discipline. The sample included 10 IRE teachers, 30 students from grades VII to IX, and 5 school administrators. The selection criteria focused on their roles in implementing religious discipline and their influence on students' behavior.

The data collection techniques used in this study include semi-structured interviews, direct observations, and document analysis. Interviews were conducted to gather information about the implementation of discipline in IRE, the challenges faced, and students' perceptions of the religious values taught. Observations were carried out to examine how religious discipline was applied in daily activities, including interactions between students and teachers. Document analysis was conducted to study policies and regulations that underpin the application of discipline in the school.

The collected data were analyzed using an interactive analysis model consisting of data reduction, data display, and conclusion drawing. Data reduction involved filtering and organizing relevant data that addressed the research questions. Data display was used to categorize the findings into clear themes, and conclusion drawing was done by comparing the data with the research objectives to ensure the accuracy and relevance of the findings.

To ensure the validity of the data, this study used source and method triangulation. Source triangulation involved comparing data from various sources, including interviews, observations, and document analysis. Method triangulation used different data collection techniques to enrich the research findings and minimize bias. Additionally, member checking was conducted by returning to some participants to verify the findings and ensure that the researcher's interpretation accurately reflected their experiences.

## **RESULTS AND DISCUSSION**

### **Overview of the Research Data**

This study aims to understand the role of discipline in Islamic Religious Education (IRE) and its contribution to maintaining Islamic truth values in the modern era, particularly at MTs Nurul Abror Asembakor Kraksaan Probolinggo. The data used in this research were obtained from a combination of primary and secondary sources.

Primary data were collected through in-depth interviews, direct observations, and surveys. Interviews were conducted with 10 Islamic Religious

Education (IRE) teachers, 30 students from grades VII to IX, and 5 school administrators (Naylatul Fadhilah *dkk.*, 2024). These interviews aimed to explore stakeholders' perspectives on the implementation of discipline in IRE, the challenges of maintaining Islamic values in students' daily lives, and the extent to which these values are internalized through formal and non-formal learning practices.

Students were asked to describe their experiences related to religious discipline, how they maintain religious practices, and the factors that support or hinder the application of Islamic values, particularly outside the school environment (Fauzi *dkk.*, 2023). Meanwhile, teachers were interviewed regarding strategies for implementing discipline in learning, efforts to encourage students to consistently practice religious values, and ways of addressing disciplinary challenges arising from external influences such as media and peer pressure (Anam *dkk.*, 2025).

In addition to interviews, direct observations were conducted in classrooms and during religious activities to examine the real implementation of discipline. Observations focused on students' participation in congregational prayers, Qur'an recitation sessions, and other religious activities organized by the school, as well as how discipline was maintained in each of these activities (Wahid, 2024).

Secondary data were obtained through document analysis, including curricula, Islamic Religious Education textbooks, school regulations, and scholarly literature discussing the role of discipline in religious education. These documents provided a theoretical foundation and institutional context for understanding the practice of IRE discipline at MTs Nurul Abror (Helandri, 2024). The combination of primary and secondary data offers a comprehensive picture of the implementation of discipline in Islamic Religious Education and its contribution to preserving Islamic truth values in students' lives.

### **Implementation of Discipline in Islamic Religious Education**

The research findings indicate that discipline plays a central role in strengthening Islamic values at MTs Nurul Abror. As many as 80% of teachers stated that religious discipline is instilled through classroom instruction, teacher role modeling, and habituation of religious practices such as congregational prayers and regular Qur'an recitation. Teachers emphasized that the key to instilling discipline in Islamic values lies not only in delivering learning materials

but also in demonstrating exemplary behavior in daily life, making discipline an integral part of the school culture.

Discipline in Islamic Religious Education is not limited to ritual religious practices but also encompasses the formation of attitudes and morals, such as honesty, responsibility, politeness, and respect for others. These values are consistently emphasized by teachers as inseparable components of Islamic teachings and are integrated into daily interactions within the school environment.

Nevertheless, this study also found differences in the level of discipline between the school environment and settings outside school. Approximately 75% of students reported that they were able to practice religious discipline well while at school; however, 65% admitted experiencing difficulties in maintaining these practices when outside the direct supervision of teachers. This finding indicates that the effectiveness of IRE discipline is still strongly influenced by students' external environments.

### **Challenges in Maintaining Islamic Truth Values in the Modern Era**

This study identified several major challenges faced by students in maintaining Islamic truth values in the modern era. The most significant challenge originates from the influence of media and social networks. About 75% of students reported frequent exposure to media content that contradicts Islamic teachings, such as advertisements, entertainment, and social media posts promoting consumerism, individualism, and secularism. This exposure creates a value conflict between Islamic teachings received at school and the social realities encountered by students in their daily lives.

Peer pressure also emerged as a significant challenge, particularly for students in grades VII and VIII. Approximately 70% of students admitted feeling pressured to follow popular trends that are not fully aligned with Islamic principles in order to be accepted within their peer groups. This pressure is especially strong outside the school environment, where secular values tend to dominate. Students who strive to maintain their Islamic identity, such as dressing modestly or wearing the hijab, sometimes experience ridicule or feelings of social exclusion.

In addition, inconsistent family support was found to hinder students' religious discipline. About 60% of students stated that religious disciplinary practices at home were not always applied consistently as they were at school.

This lack of continuity between school and family environments further exacerbates students' difficulties in consistently applying Islamic values.

### **The Role of Technology in Islamic Religious Education**

The findings reveal that technology plays a dual role in Islamic Religious Education. On the one hand, technology presents new challenges by providing broad access to content that may weaken students' religious discipline. On the other hand, it also offers opportunities to strengthen the internalization of Islamic values.

Approximately 65% of students reported using digital technologies, such as Qur'an applications, Islamic podcasts, and online lectures, to deepen their religious understanding and improve the quality of their religious practices. The use of such technologies was considered helpful, especially for students who encounter difficulties engaging with conventional religious learning methods.

IRE teachers also acknowledged the benefits of technology in religious instruction. Around 60% of teachers stated that they use digital platforms such as YouTube and Instagram to share Islamic lectures, spiritual motivation, and reinforcement of Islamic values with students outside regular class hours. This approach is considered effective because it aligns with students' digital lifestyles and enables continuous reinforcement of religious discipline.

However, the use of technology also poses risks of distraction. Teachers observed that uncontrolled use of gadgets often disrupts students' concentration during learning activities and weakens discipline. Therefore, balanced management and supervision of technology use are necessary to ensure that technology functions as an educational medium rather than a source of disruption.

### **Discussion of Research Findings and Theoretical Implications**

The findings of this study are consistent with Suryadi's (2017) view that Islamic Religious Education is not merely oriented toward the transfer of knowledge but also toward character formation and the internalization of Islamic values. Religious discipline has been shown to play an important role in shaping students' religious attitudes and behaviors. However, this study also emphasizes that the effectiveness of such discipline is strongly influenced by external factors, including media exposure, social environments, and peer pressure.

The results also support Bandura's (2002) social learning theory, which emphasizes that individuals learn through observation and imitation of their surrounding environment. In this context, teachers, parents, and peers play

strategic roles as models in maintaining students' religious discipline. While schools play a vital role in instilling discipline, family and community environments remain decisive factors in the successful internalization of Islamic values.

Theoretically, this study extends the understanding of discipline in Islamic Religious Education as a holistic and contextual process. Discipline is not merely viewed as compliance with formal rules but as a process of habituating Islamic values integrated into students' daily lives. This study further highlights the importance of synergy among schools, families, communities, and the responsible use of technology in supporting the sustainability of religious discipline

## CONCLUSION

This study shows that discipline in Islamic Religious Education (IRE) plays an essential role in maintaining Islamic truth values among students at MTs Nurul Abror Asembakor Kraksaan Probolinggo. Religious discipline is effectively developed within the school environment through teacher role modeling, structured religious activities, and the integration of moral values into daily learning, which contributes to the formation of students' religious attitudes and character.

However, the consistency of religious discipline weakens outside the school context due to the influence of social media, peer pressure, and secular lifestyles, as well as inconsistent reinforcement within the family environment. These challenges indicate that the effectiveness of Islamic education depends not only on schools but also on support from families and the wider social environment.

This study also highlights the dual role of technology in Islamic Religious Education. While uncontrolled use of digital media can undermine discipline, the purposeful use of digital Islamic resources can support religious learning and value internalization. Therefore, sustaining Islamic values in the modern era requires a holistic approach that integrates schools, families, communities, and technology.

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