

THE ROLE OF ISLAMIC EDUCATION TEACHERS AS AGENTS OF RELIGIOUS MODERATION IN THE ERA OF DIGITAL DISRUPTION

Toha Mamudi¹, Devid Dwi Erwahyudin², Nurisma Salsabila Zahra³, Erlina Wardani⁴

¹ Magister Pendidikan Agama Islam, Universitas Muhammadiyah Ponorogo, Indonesia

^{2,3} Program Studi Pendidikan Agama Islam, Universitas Muhammadiyah Ponorogo, Indonesia

⁴ Program Studi Ilmu Perpustakaan dan Informasi Islam, Universitas Muhammadiyah Ponorogo, Indonesia

Email : mahmudi@gmail.com¹, deviderwahyudin@umpo.ac.id², nurismasalsa@gmail.com³, erlinawardani@gmail.com⁴

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Abstract :

The development of digital technology in this era of disruption has had a major impact on the way people think, socialize, and practice religion in modern society. This digital transformation not only provides new opportunities for education, but also poses serious challenges to the understanding of religious values. Islamic Education teachers have a great responsibility to maintain a balance between technological advances and moderate, tolerant, and inclusive Islamic values. This study aims to analyze the role of Islamic Education teachers as agents of religious moderation amid the tide of digital disruption by examining various strategies and challenges faced in learning. This study uses a qualitative approach with a literature study method on twenty scientific sources published between 2015 and 2025. The results of the study show that Islamic Education teachers have three main roles, namely as facilitators of moderation values, role models in digital literacy, and socio-religious mediators. Strengthening digital competence, integrating religious moderation values into the curriculum, and cross-disciplinary collaboration are important strategies for strengthening religious moderation in the educational environment.

Keywords : Islamic Education Teacher; Religious Moderation; Digital Disruption

Abstrak :

Perkembangan teknologi digital pada era disrupsi telah membawa pengaruh besar terhadap cara berpikir, bersosialisasi, dan beragama dalam masyarakat modern. Transformasi digital ini tidak hanya memberikan peluang baru bagi dunia pendidikan, tetapi juga menimbulkan tantangan serius terhadap pemahaman nilai-nilai keagamaan. Guru Pendidikan Agama Islam memiliki tanggung jawab besar dalam menjaga keseimbangan antara kemajuan teknologi dengan nilai-nilai Islam yang moderat, toleran, dan inklusif. Penelitian ini bertujuan untuk menganalisis peran guru Pendidikan Agama Islam sebagai agen moderasi beragama di tengah arus disrupsi digital, dengan menelaah berbagai strategi dan tantangan yang dihadapi dalam pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur terhadap dua puluh sumber ilmiah terbitan antara tahun dua ribu lima belas hingga dua ribu dua puluh lima. Hasil penelitian menunjukkan bahwa guru Pendidikan Agama Islam memiliki tiga peran utama yaitu sebagai fasilitator nilai-nilai moderasi, teladan dalam literasi digital, dan mediator sosial-keagamaan. Penguatan kompetensi digital, integrasi nilai moderasi beragama dalam kurikulum, dan kolaborasi lintas disiplin menjadi strategi penting untuk memperkuat moderasi beragama di lingkungan pendidikan.

Kata Kunci : Guru Pendidikan Agama Islam ; Moderasi Beragama ; Disrupsi Digital

INTRODUCTION

The era of digital disruption, marked by rapid developments in information and communication technology, has changed the way people live in various fields, including education. This transformation has had a positive impact in terms of easier access to information and increased efficiency in the learning process. However, on the other hand, the digital era also poses new challenges for religious education, especially in maintaining the purity and moderation of Islamic teachings (Azra, 2020). Amidst the rapid flow of digital information, students are confronted with a variety of religious content that may not necessarily be valid and accurate.

In this context, Islamic Education teachers have a moral and intellectual responsibility to ensure that the religious values taught remain based on the principle of *wasathiyah*, or the middle path, which is a key feature of Islamic teachings (Wahid, 2020). Ministry of Religious Affairs of the Republic of Indonesia (2019) emphasizes that religious moderation is an important approach to maintaining social harmony and national unity amid diversity. Therefore, Islamic Education teachers need to be active agents in spreading the values of moderation in the school environment by utilizing digital technology intelligently and responsibly.

Digital disruption also requires teachers to adapt to changes in the educational paradigm that emphasizes 21st-century competencies, namely critical thinking, collaboration, communication, and creativity (Sutrisno, 2021). In this case, Islamic Education teachers are required not only to teach the cognitive aspects of Islamic teachings, but also to shape the character and religious attitudes of students so that they are able to live peacefully side by side in a diverse society (Zulkarnain, 2020).

RESEARCH METHOD

This study uses a qualitative approach with a literature review method that focuses on analyzing various scientific sources related to the role of Islamic Education teachers in religious moderation in the digital age. This approach was chosen because it provides a deep understanding of contextual social and educational phenomena (Kaiser, 2016). The data was obtained from twenty scientific references in the form of journal articles, books, and research reports published between 2015 and 2025.

The research procedure was carried out through the stages of identification, selection, and content analysis of relevant literature sources. Data analysis used content analysis techniques by examining the main themes that emerged, such as the role of PAI teachers in religious moderation, digital-based learning strategies, and the challenges of technological disruption to religious education (Rahmawati, 2021). The results of the analysis were then compiled descriptively to illustrate the dynamics and implementation strategies of PAI teachers in strengthening the values of moderation in schools.

FINDINGS AND DISCUSSION

Literature research shows that the role of Islamic Education (PAI) teachers as agents of religious moderation in the era of digital disruption has complex and multidisciplinary dimensions. This role is not only at the pedagogical level in the learning process, but also includes social, moral, and spiritual responsibilities in shaping a moderate religious culture among students that is adaptive to technological changes. To fully understand this role, this study developed a conceptual framework involving three main components, namely the religious competence and moderation values of PAI teachers, mastery of digital literacy and ethics, and the implementation of religious moderation-based pedagogical strategies in the digital space.

Conceptual Framework of the Role of Islamic Education Teachers in Religious Moderation

This conceptual framework is built on the integration of Islamic education theory, the concept of *wasathiyah* (moderation in Islam), and digital literacy theory. In this context, PAI teachers are positioned as the central link between normative religious values and the empirical reality of digital life. Conceptually, religious moderation in Islamic education encompasses four main values as described by the Ministry of Religious Affairs of the Republic of Indonesia (2019), namely: national commitment, tolerance, anti-violence, and acceptance of local culture.

When these four values are integrated with the digital literacy paradigm, a model of PAI teachers as agents of digital religious moderation is formed. This model positions teachers as drivers who are able to internalize Islamic values that are *rahmatan lil alamin* (a blessing for all creation) in technology-based learning processes. Thus, the role of teachers is not limited to delivering material, but also

becoming moral guides in cyberspace, which is rife with disinformation and ideological polarization (Nasir, 2022).

Illustratively, this conceptual framework can be described as an interactive relationship between three main domains : (a) Value Domain : including the internalization of the values of moderation, tolerance, and humanity. (b) Digital Literacy Domain : including the ability to understand, filter, and produce religious content responsibly. (c) Pedagogical Domain : referring to learning strategies that encourage dialogue, critical reflection, and digital collaboration.

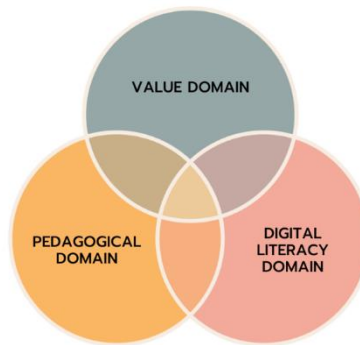


Figure 1. Conceptual framework

These three domains intersect and form synergies that strengthen the position of PAI teachers as agents of social and spiritual change in the digital age (Sulaiman, 2021).

a. Pedagogical Dimension : PAI Teachers as Facilitators of Value Moderation

In the pedagogical dimension, PAI teachers act as facilitators who instill the values of religious moderation in every learning process. They must be able to design learning activities that encourage students to think critically about religious issues that are developing in digital media. Through inquiry-based and problem-based learning models, students are invited to examine religious sources contextually and rationally (Rahmawati, 2021).

PAI teachers who act as facilitators of religious moderation are also expected to be able to build a learning culture that respects differences and rejects extremism. According to (Wahid, 2020) the value of moderation cannot be transferred verbally, but must be cultivated through educational practices that emphasize exemplary behavior, dialogue, and collaboration. Therefore, PAI learning in the digital age should not only emphasize memorization of verses, but also understanding of the social meaning of

Islamic teachings that emphasize justice, balance, and universal humanity (Lubis, 2020).

b. Social Dimension : PAI Teachers as Social-Religious Mediators

The social role of PAI teachers as mediators of religious moderation is very important in the context of multicultural schools. Teachers serve as mediators who connect students from various religious, cultural, and religious backgrounds (Rofiq, 2022). Through an empathetic approach and open communication, teachers can create an inclusive learning environment where differences are understood as assets, not threats.

In the digital age, this mediating function has become increasingly complex because differences in religious views are now often exacerbated by intolerant narratives circulating on social media. PAI teachers must be able to uphold the values of digital civility by guiding students to respond critically to religious content and not get caught up in ideological polarization (Ma'arif, 2021). In this context, digital literacy is an integral part of religious character education. (Hidayat, 2023) emphasizes that Islamic education teachers also need to develop intercultural communication skills to build interfaith dialogue in the digital space. This approach not only strengthens the moderate attitudes of students, but also instills awareness that Islam teaches social harmony and respect for differences

4. Digital Dimension : PAI Teachers as Role Models for Digital Literacy and Ethics

The digital dimension is the main foundation in this conceptual framework. PAI teachers must have high digital literacy skills, including the ability to search for, understand, evaluate, and produce religious information responsibly (Sari, 2022). Teachers who possess good digital ethics will serve as role models for students in developing civilized, polite, and truth-oriented online behavior.

According to (Alwi, 2020), Digital literacy skills in the context of Islamic education are not only related to technological mastery, but also include spiritual and moral abilities in navigating the digital space. Digitally literate teachers can utilize social media, online learning platforms, and interactive content to instill moderate Islamic values in an interesting and relevant way. One effective strategy is to develop digital da'wah content that emphasizes the values of balance and tolerance. Teachers can facilitate students in creating digital projects such as educational videos, podcasts, or

Islamic infographics that discuss the importance of moderation and anti-extremism. Such strategies strengthen the role of teachers as drivers of religious digital literacy as well as practitioners of moderate da'wah in the virtual world (Fauzan, 2020).

Challenges and Implementation Strategies

Although the role of PAI teachers in religious moderation in the era of digital disruption is very strategic, there are several major challenges that need to be overcome. *First*, the low level of digital literacy among teachers remains a major obstacle in the use of technology to strengthen religious moderation (Sutrisno, 2021) *Second*, the limited availability of professional training focused on integrating moderate values into the curriculum and learning media has led to disparities in competence among teachers (Nugroho, 2021).

To address this issue, a multi-level approach is needed. At the institutional level, schools and madrasahs need to provide professional development programs for PAI teachers that combine digital training and moderation education (Yusuf, 2019). At the pedagogical level, teachers need to design project-based learning that integrates digital literacy, social collaboration, and moderate character building. Meanwhile, at the cultural level, collaboration between schools, families, and communities is key to creating an educational ecosystem that supports the values of moderation and tolerance (Zahrotul, 2025).

Thus, PAI teachers serve not only as educators, but also as agents of social change who bring peaceful and balanced Islamic values into the lives of the digital community. When this role is optimized through inclusive education policies and continuous training, Islamic education can contribute significantly to the realization of a religious, civilized society that is in line with the Sustainable Development Goals, particularly in the areas of quality education and social peace (Kementerian Agama Republik Indonesia, 2019).

CONCLUSION

Islamic Education teachers are important actors in developing religious moderation in the era of digital disruption. The responsibilities of teachers are not limited to teaching the cognitive aspects of religion, but also include character building and strengthening moral values based on the principle of wasathiyah.

Islamic Education teachers are expected to be able to adapt to developments in digital technology and utilize it as an effective and moderate learning tool. This effort requires support from various parties, including the government, educational institutions, and the community, so that the values of tolerance, justice, and balance can be internalized in students. Thus, Islamic Education teachers can become agents of transformation who not only educate intellectually, but also foster spiritual and social awareness amid the challenges of the digital era.

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