

CHALLENGES AND STRATEGIES IN ISLAMIC RELIGIOUS EDUCATION IN THE FACE OF DIGITAL DISRUPTION

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ABSTRACT

Digital disruption has fundamentally changed the landscape of education. Islamic Religious Education (IRE), as a subject that focuses on character building and spiritual morality, faces a double challenge: adapting to technology while preserving Islamic values amid the rapid flow of information. This study aims to analyse in depth the main challenges faced by PAI learning in the era of digital disruption and formulate effective innovative strategies. The challenges identified include the digital competency gap among teachers, the polarisation of religious understanding (radicalism and liberalism) facilitated by digital platforms, and the issue of data privacy ethics in learning. The proposed strategies include the development of a PAI curriculum based on digital literacy and artificial intelligence (AI) ethics, enhancing teacher professionalism through interactive digital pedagogy training, and implementing a *blended-synchronous* learning model that integrates direct spiritual experiences with digital simulations. This research uses a qualitative-descriptive approach based on literature studies and educational policy analysis. The results show that the success of PAI in the digital era is highly dependent on the cultural transformation of educational institutions, not merely the adoption of hardware.

Keywords: Islamic Religious Education (PAI), Digital Disruption, Learning Strategies, Digital Competence, Digital Ethics.

INTRODUCTION

Education is at the heart of civilisation development, and Islamic Religious Education (PAI) plays a crucial role in shaping the moral, spiritual, and social identity of students in Indonesia. In the 21st century, the 4.0 industrial revolution and the phenomenon of digital disruption have created an inevitable wave of change, forcing all sectors, including education, to adapt.

Digital disruption, characterised by the speed, scope and depth of transformation driven by technologies such as Artificial Intelligence (AI), *Big Data* and *the Internet of Things* (IoT), has both positive and negative consequences for PAI. On the one hand, technology offers unlimited opportunities for personalised learning, access to rich religious resources and global collaboration. On the other hand, it poses serious challenges, particularly regarding the authenticity of teaching sources, the spread of unverified religious information (*hoaxes* and radicalism), and a shift in value orientation from face-to-face interaction to virtual interaction. This study aims to: 1) comprehensively analyse the internal