

The Challenges of PAI Teachers in Fostering Students' Religious Character in the Digital Era

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ARTICLE INFO

Keywords:

Religious Characters; PAI Teachers Digital Era; Exemplary.

Article history:

Received 2020-09-10

Revised 2026-05-03

Accepted 2026-05-06

Publisher's Note

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ABSTRACT

The rapid development of information technology has transformed the lives of adolescents, particularly in terms of religious character development, leaving Islamic Religious Education (IRE) teachers to face challenges such as the negative influence of social media, a lack of parental supervision, and a crisis of role models in the home and school. This study aims to identify the strategic role of PAI teachers in shaping the religious character of adolescents through the integration of technology and parental collaboration, using a qualitative approach with an in-depth literature review of primary and secondary sources related to PAI, religious character, and the impact of digitalization. Key findings confirm that PAI teachers play a central role through the following strategies: (1) integrating technology to create contextual and engaging PAI materials; (2) providing personal role modeling and intensive interaction; and (3) collaborating closely with parents as the key to successfully instilling Islamic values, thereby enhancing adolescents' character resilience against digital temptations.

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INTRODUCTION

Today's advances in science and technology have made it possible to spread information quickly without space and time limitations. (Abas & Supi'ah, 2025) The rapid development of information technology has had a big impact on the world of education, including in efforts to shape the character of students. In this digital era, students no longer only receive information from teachers at school, but also from various online sources that are not necessarily in accordance with religious teachings. Teenagers, as active users of technology, use smartphones not only to communicate but also as a means of entertainment such as surfing the internet and playing games. The information circulating in society is very easily accessible to all layers, from the bottom to the top. This indicates that information technology is developing very quickly. However, this rapid flow of information does not always bring commensurate benefits, as users must be able to filter the information wisely. (Amiruddin, 2021)

Excessive smartphone use has the potential to reduce physical activity and inhibit students' social skills, ultimately making them more individualistic and less sensitive to their social environment, including family and friends. Many students spend about four to five hours per day using smartphones, which not only impacts physical health, but also increases the risk of aggressive behavior. (Andika & Nuha, 2024). In this situation, Islamic Religious Education (PAI) teachers have an important role in instilling religious values and shaping the character of students to maintain an

Islamic personality. Character education is not only about distinguishing between right and wrong, but also a process of habituating good attitudes and behaviors, so that students can understand, feel, and be encouraged to behave in accordance with religious norms.(Barus, 2025) This process is important in forming noble morals. The term "character" comes from the Latin word "character", which means traits, disposition, personality, and morals. Experts state that character is a set of traits in an individual that develops according to the conditions and influences of their environment.

In Islam, character is closely related to moral values. Religious character is a fundamental element in character education, because it is the moral foundation in living life. In the context of PAI learning, religious character includes values such as faith, honesty, responsibility, politeness, tolerance, and enthusiasm in worship.(Chaeruman, 2019) However, forming students' religious character in the midst of a fast-paced, instant, and open digital era is not an easy task. This character needs to be instilled through a holistic educational process. Education is expected to direct the physical and psychological development of students within the framework of religious values as a whole. Therefore, schools have a responsibility to design effective learning in developing students' religious character, so that they grow into individuals of noble character. (Gunawan et al., 2019)The challenges faced are increasingly complex due to the influence of social media, changes in cultural values, and the lack of role models in the surrounding environment, which are obstacles in the process of internalizing Islamic values. (Ginting et al., 2024)

In light of these challenges, this study is considered urgent as the rapid development of digital technology continues to influence students' behavior, values, and learning patterns, which may weaken their religious character if not addressed properly through effective educational strategies. Islamic Education (PAI) teachers are required to adapt to these changes by integrating moral values with digital literacy in a balanced way. The novelty of this study lies in its focus on analyzing the challenges faced by PAI teachers in the digital era while simultaneously offering a conceptual framework that combines technology integration, contextual learning, exemplary behavior, and collaboration with parents as a holistic approach to fostering students' religious character. This integrated perspective provides a more comprehensive understanding compared to previous studies that tend to examine these aspects separately.(Hartati et al., 2022)

METHODS

This study is a qualitative descriptive study aimed at providing an in-depth description of the role of Islamic Education teachers in shaping the religious character of adolescents in the digital age through contextual exploration without statistical hypotheses (Creswell & Poth, 2018). Data collection utilized library research or a literature review of secondary sources such as books, peer-reviewed journals, and documents in the Scopus, Google Scholar, and PubMed databases, employing the following techniques: (1) keyword search ("Islamic Education teachers," "religious character," "social media," "digital age"); (2) inclusion/exclusion criteria based on relevance, covering the years 2018–2025; and (3) critical reading with systematic note-taking from 25 sources to strengthen findings and compare theory with practice (Hingide et al., 2021). Data analysis was conducted using a qualitative content analysis approach with thematic coding steps (open, axial, selective coding), source triangulation for validity, and narrative synthesis to construct a credible, transferable, and reliable theoretical framework (Miles et al., 2020).

RESULTS AND DISCUSSION

1. Challenges of PAI Teachers in the Digital Era

a. The Influence of Social Media and Digital Content

The influence of social media on adolescent behavior is currently worrying. Many adolescents show indifference to the surrounding environment and experience decreased social awareness. Communication between parents and children becomes increasingly difficult, especially when parents expect their children to help with household affairs. Social media causes a decrease in motivation to learn among adolescents, as well as making them more difficult to direct.(Isti'ana, 2024) Most of their time is spent accessing information, both at home and at school, through various social media platforms. Instead of discussing directly with parents, teenagers often express their

grievances online. Worse, they often share personal problems openly on social media without realizing that the information will be public consumption and difficult to delete. (Jadidah et al., 2023)

Although technological advances bring various benefits, their impact on social and cultural life cannot be ignored. Some of the negative impacts that arise include: a) Moral deterioration, especially among adolescents and students, as a result of a culture of materialism that prioritizes outward gratification and forgets the aspect of spirituality. b) The increase in deviant behavior among the younger generation, which occurs in line with the weakening of traditional values such as mutual cooperation and the decline of social forces that used to be the glue of society. As a result, deviant behavior such as brawls, vandalism, traffic violations, and criminal acts are increasingly prevalent. c) Changes in social interaction patterns. (Nurhasanah et al., 2023) The existence of computers and internet access at home and in internet cafes allows individuals to connect with the outside world at any time, including through IRC and email. This triggers a tendency to be alone in front of a computer screen, even forming a habit of teenagers to chat with strangers online. (Munawaroh, 2019)

b. Lack of parental supervision

The family, especially the parents, is the first place where children receive education. The family environment plays a very important role in shaping the character and future of children. In the digital era, the use of gadgets to communicate and search for information has become very common, even reaching children. (A. E. Putri et al., 2024) Unfortunately, uncontrolled use of gadgets can have negative impacts on children, such as the emergence of individualistic attitudes, difficulty socializing, and addiction to games, which can hinder children's brain development. Therefore, it is important for parents to be actively involved in supervising the use of gadgets by children. (Raihan et al., 2024)

However, the reality is that there are still many children who use gadgets without adequate supervision from their parents. This is influenced by several factors, such as the busyness of parents and the lack of harmony in the family. Parents who are too busy with work often don't have time to monitor their child's online activities, so they fail to set healthy boundaries. In addition, there are still many parents who are not aware of the importance of involvement in children's education, even though parental support greatly determines the success of children's education. (A. M. Putri & Astutik, 2021)

c. Crisis of Example

One of the important aspects of moral education is example. Unfortunately, currently the young generation is experiencing a crisis of exemplary figures. In the midst of information disclosure, the mass media and social media often present examples of immoral behavior and are far from moral values. (Saimullah, 2025) In fact, many community leaders who were initially respected are actually entangled in legal cases such as corruption and other criminal acts. Even more concerning, some teachers who are supposed to be role models are also involved in despicable acts such as sexual harassment or violence. (Sholeh & Efendi, 2023)

Meanwhile, children and adolescents are faced with various entertainment shows that are poor in educational value, as well as exposure to online content that is not always appropriate for public consumption. In this condition, the family must be at the forefront of instilling moral values. Parents are required to set a real example through daily behavior, because they are the main model for children in forming personalities. On the other hand, teachers as professional educators also have a great responsibility. Teachers are not only tasked with teaching subjects, but also instilling moral values through example and interaction in schools. Teachers' and parents' awareness of this responsibility is very important. They must strive to become exemplary figures who are able to inspire the younger generation in building noble personalities. This is because every behavior of educators, whether they realize it or not, will be observed and imitated by their students. (Ulfa et al., 2023)

2. PAI Teachers' Efforts in Fostering Religious Character

a. Integration of Technology with Islamic Values

Teachers have a central role in the world of education, especially in the learning process. In today's digital era, access to information is very open and easy for anyone to reach through the

internet. (Zafi et al., 2021) Cyberspace provides a wide range of information that can be accessed anytime and anywhere. The development of technology has been integrated in daily life, including in the realm of education. These changes affect the way we teach and the way students learn. Islamic education, which previously used more conventional methods such as face-to-face and textbooks, is now starting to adopt a digital approach to expand the effectiveness and reach of its teaching. However, the use of this technology is inseparable from a number of challenges, especially related to cultural and ethical values. (Rahman & Wahyuni, 2022)

The application of technology in Islamic education is an important step to adapt the learning process to the times. Technology provides various tools and platforms that can improve the quality of learning and enrich the learning experience of students. One approach that can be used is the integration of technology into the PAI curriculum. Through this approach, the subject matter is enriched with the help of technology to encourage more interactive discussions and expand the learning references. (Hidayat & Anwar, 2021) For example, apps such as *Quran Explorer* help students understand the Qur'an through translation, commentary, and audio features. In addition, *Google Classroom* It can also be used to organize tasks and communication between teachers and students in a more structured way. The use of technology in Islamic education also opens up opportunities to implement creative learning strategies. By leveraging the platform *e-learning*, teachers can create engaging learning experiences by combining visual, audio, and video media.

Technology also allows for the application of models *blended learning*, which is a combination of online and offline learning, providing space for students to learn independently and collaboratively. This strategy not only adds variety in teaching methods, but also adapts the learning approach to the individual needs of students. In the end, the use of technology in PAI learning contributes to expanding access to learning resources, fostering learning independence, and creating relevant and interactive learning. The integration of digital technology in Islamic Religious Education (PAI) learning has a significant positive impact, especially in expanding access to learning resources, increasing student learning independence, and facilitating a more relevant and interactive learning context. (Maulana & Sari, 2023)

b. Contextual and Relevant Learning

Islamic Religious Education has an important role in instilling spiritual values and shaping the character of students. However, conventional learning approaches have not fully answered the challenges of the digital generation who tend to be active, critical, and accustomed to visual and interactive media. Students' interest in PAI material is often low, due to learning that is perceived as less contextual and less relevant to their real lives. Therefore, the development of PAI teaching materials that are more in accordance with the context and needs of students is very important. Technology integration is not only about the use of digital devices, but also about transformation in the design of learning resources that are able to connect Islamic teachings with students' social reality. (Fauzi & Lestari, 2020)

Contextual PAI learning must be able to present material that is close to the real experience of students and the social problems around them, so that Islamic teachings can be understood and applied in daily life. Digital technology provides a variety of learning media that can be designed interactively and interestingly, according to the characteristics of today's students. The main advantage of using this technology is the availability of more varied and dynamic learning resources. Digital materials are not only in the form of text, but also in the form of videos, audio, images, simulations, and interactive quizzes, all of which can strengthen students' understanding. This material is sourced from within and outside the country, so that students gain a broader and cross-cultural insight into Islam. (Syahputra & Nasution, 2024)

Although technology supports the learning process significantly, the role of teachers remains crucial. (Yusuf & Hakim, 2023) Teachers are not only tasked with operating technological devices, but also have to play the role of creative and relevant learning designers. In developing PAI materials, teachers need to be careful in choosing digital content that is in accordance with Islamic values and able to adapt to the needs and backgrounds of students. (Azizah & Karim, 2022) They can design activities such as project-based learning, online discussions, and interactive quizzes to

encourage active student engagement. Teachers must also understand the social and cultural conditions of the school so that the content taught is not only interesting, but also on target.

c. Instilling Value through Example and Personal Interaction

Education is a process that includes character building, which aims to consciously instill positive values in students. Character education is essential, because character makes humans more dignified and privileged than other creatures, including fellow humans. In this process, example is indispensable in every educational environment, both in the family, school, and community. (Salim & Rahmat, 2021)

Example is an important method in instilling character values. Positive and negative characters in a person can often be traced from their immediate environment. For example, when students show a lack of concern for the environment, it is likely that this reflects that the teacher or educator around them has not shown this attitude either. Similarly, if a child lacks a hard-working or peace-loving attitude, this can be because the example of parents, teachers, or the community environment has not supported these values. (Nasrullah & Kurniawan, 2022)

In practice, moral value education should be integrated into all subjects. To realize this, teachers need to receive ongoing training and mentoring on how to incorporate moral values into the design and implementation of learning. The role of teachers as exemplary figures greatly influences the educational process and outcomes. A teacher's perspective, life goals, pedagogical abilities, and personal approach to students can influence the formation of students' character. Therefore, teachers are not enough to only teach academic materials, but must also be able to be a real example in applying positive values that they want to instill in students.

d. Collaboration with Parents

Parental participation in children's education greatly determines the success of character formation and academic achievement. Parental involvement has been proven to help children develop literacy skills, learning motivation, and intellectual achievement. On the other hand, children who do not get direction and attention from their parents are at risk of experiencing difficulties in their growth and development. Through the active involvement of parents, children gain various experiences that later shape their personality and mindset. The family is the first and main educational environment for children, and the parenting patterns applied by parents will be directly reflected in the child's attitude and behavior. Parents can shape children's character by providing space to express ideas, respect children's opinions, and assist in fulfilling their curiosity. However, this assistance will not be successful without a deep understanding from parents about their children's needs. Therefore, the role of parents must include ongoing guidance and not just supervision. (Farid & Hasan, 2024)

In today's digital era, the challenges in educating children are getting bigger. Parents can no longer limit the use of the internet absolutely, because technology has become an integral part of daily life. Therefore, a wiser approach is to direct children to use the internet for positive activities, such as learning and self-development. Parents also need to be aware of the importance of guiding children in using digital media, ensuring that children not only access useful information, but also avoid harmful content. Forming religious character in children is not enough only through theoretical teaching, but must be accompanied by exemplary behavior from parents in daily life. As the first educator, parents have the responsibility to show attitudes and behaviors in accordance with religious values, because in the end, what parents do will greatly affect their children's attitudes and behaviors.

CONCLUSION

The findings of this study reveal that Islamic Education (PAI) teachers encounter multidimensional challenges in fostering students' religious character in the digital era, particularly due to the pervasive influence of social media, limited parental supervision, and the declining presence of positive role models. Unlike previous studies that primarily emphasized the negative impact of digital technology on students' morality, this study highlights the strategic role of PAI teachers as adaptive facilitators who are required not only to transmit religious knowledge but also to integrate Islamic values with digital literacy and contextual learning practices. The study

demonstrates that effective character development can be strengthened through technology-based Islamic learning, teacher exemplary behavior, and intensive collaboration between schools and parents.

The contribution of this study lies in providing a contextual framework for strengthening religious character education in the digital age through adaptive pedagogical strategies that are relevant to contemporary student realities. Practically, this study recommends that schools develop sustainable digital-based religious education programs, enhance teacher competence in integrating technology with Islamic values, and establish stronger partnerships with parents in supervising students' digital behavior. Overall, this study confirms that the success of religious character education in the digital era depends on the synergy between teachers, families, and educational institutions in creating meaningful and value-oriented learning environments. For future research, it is recommended to conduct empirical and field-based studies involving direct classroom observations and broader participant groups to examine the effectiveness of specific instructional strategies across different educational levels and sociocultural contexts.

LIMITATIONS

This study has several limitations that should be acknowledged. First, it employs a library research method, meaning that all data are derived from secondary sources without direct field observations, which limits the ability to reflect real classroom practices of Islamic Education (PAI) teachers in fostering students' religious character in the digital era. Second, the study focuses on conceptual analysis and does not explore variations across different educational contexts, making the generalizability of the findings limited. Third, the proposed strategies, such as technology integration and parent-teacher collaboration, are not empirically tested, so their effectiveness remains theoretical. Lastly, the study does not specifically address differences in student characteristics across educational levels, resulting in recommendations that are still general in nature. Therefore, future research is suggested to adopt field-based approaches to provide more comprehensive and contextually grounded findings.

AUTHOR CONTRIBUTION

AR conceptualized the study, conducted the literature review, performed data analysis, and wrote the original manuscript draft. NS supervised the research process, contributed to the research design and methodology, reviewed the manuscript, and provided critical revisions to improve the final version.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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