

Strategies Used By Religious And Ethics Teachers To Improve The Attitudes Of 10th-Grade Social Studies Students Toward Teachers In The Digital Age (A Case Study At Ma Hasyim Asy'ari Bangsri)

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Abstract

This study aims to analyze the challenges faced and the strategies implemented by Aqidah Akhlak teachers in strengthening students' manners toward teachers in the digital era at MA Hasyim Asy'ari Bangsri. This research employs a qualitative approach with a case study design to gain an in-depth understanding of the phenomenon based on real conditions in the field. Data collection techniques include in-depth interviews, observations, and documentation, involving the principal, Aqidah Akhlak teachers, and tenth-grade social science students as informants. Data analysis was conducted interactively through the stages of data reduction, data display, and conclusion drawing, while the validity of the data was ensured through source and method triangulation. The findings indicate that the main challenges faced by teachers include diverse student characteristics, low awareness of manners and etiquette, and the negative influence of internet and social media usage. In addition, teachers' limited ability to supervise students outside the school environment, lack of parental control, and the influence of peer environments also become significant obstacles in strengthening students' manners. To address these challenges, teachers implement several strategies, including providing role models (*uswah hasanah*), continuously reinforcing and habituating moral values, filtering and guiding the use of social media, and integrating moral values into local content subjects through the study of *Aqidatul Awwam* and *Ta'limul Muta'allim*.

Keywords:

Student Manners;
Teacher Strategies;
Digital Era.

Abstrak

Penelitian ini bertujuan untuk menganalisis kendala yang dihadapi serta strategi yang diterapkan oleh guru Akidah Akhlak dalam menguatkan adab siswa kepada guru di era digital di MA Hasyim Asy'ari Bangsri. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk memahami fenomena secara mendalam sesuai dengan kondisi nyata di lapangan. Teknik pengumpulan data dilakukan melalui wawancara mendalam,

Kata Kunci:

Adab Siswa;
Strategi Guru;
Era Digital.

observasi, dan dokumentasi, dengan melibatkan kepala sekolah, guru Akidah Akhlak, dan siswa kelas X IPS sebagai informan. Analisis data dilakukan secara interaktif melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, serta diuji keabsahannya melalui triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa kendala utama yang dihadapi guru meliputi karakter siswa yang beragam, rendahnya kesadaran unggah-ungguh atau tata krama, serta pengaruh negatif penggunaan internet dan media sosial. Selain itu, keterbatasan guru dalam mengawasi siswa di luar sekolah, kurangnya kontrol orang tua, serta pengaruh lingkungan pergaulan juga menjadi faktor penghambat dalam pembinaan adab siswa. Untuk mengatasi kendala tersebut, guru menerapkan beberapa strategi, yaitu memberikan keteladanan (*uswah hasanah*), melakukan pembiasaan dan penguatan nilai adab secara terus-menerus, memfilter serta mengarahkan penggunaan media sosial, serta mengintegrasikan nilai-nilai adab dalam mata pelajaran muatan lokal melalui kajian kitab *Aqidatul Awwam* dan *Ta'limul Muta'allim*.

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1. Introduction

Islamic Religious Education (PAI) plays an important role in shaping students' character and manners, particularly in instilling values of faith, piety, and noble character as the foundation of students' personalities. In the context of Islamic education, the success of the learning process is not only measured by cognitive aspects but also by students' ability to internalize moral values in their daily lives. One important aspect of character formation is students' manners toward teachers, which reflect respect for knowledge and educators as sources of learning. Through *Aqidah Akhlak* learning, teachers not only act as transmitters of knowledge but also as moral guides who play a role in shaping students' attitudes, behaviors, and ethics (Ainun Hilda Azahra et al., 2023). Therefore, strengthening students' manners toward teachers becomes an integral part of efforts to achieve the goals of Islamic education, which are oriented toward the development of noble character.

However, the development of the digital era has brought significant changes to the field of education, particularly in the formation of students' character and manners. Advances in information technology, marked by the rapid use of the internet, social media, and various digital platforms, have transformed the way students interact, learn, and access information. Data dari APJII (2024) It shows that the majority of Indonesian adolescents access the internet for a relatively long duration, even reaching more than 3–5 hours per day. This intensity of digital technology use not only affects learning patterns but also influences changes in students' social behavior, such as increasing individualistic attitudes, reduced face-to-face interaction, and declining sensitivity to social norms within the school environment (Alfazri & Syahputra, 2024).

Several studies indicate that uncontrolled use of digital media can lead to decreased learning concentration and tends to promote individualistic attitudes, declining communication ethics, and a reduced sense of respect among students toward teachers and the school environment (Rohani & Kurniawati, 2024). This condition is in line with the findings of Rohani & Kurniawati (2024) which state that uncontrolled use of digital media can lead to decreased students' learning concentration as well as weakened social behavior and manners in their interactions with teachers within the educational environment. This phenomenon is also evident in the context of madrasah education. Based on initial observations and interviews with an Aqidah Akhlak teacher, Ahmad Arwani, at MA Hasyim Asy'ari Bangsri, it was found that some students still exhibit behaviors that do not reflect proper manners toward teachers, such as lack of focus during lessons, talking with peers while the teacher is explaining, and showing limited attention to communication ethics. In some situations, students appear more interested in digital activities than in the ongoing learning process. This condition indicates a shift in students' attention patterns and learning behavior, influenced by their habitual use of digital technology in daily life (Alfazri & Syahputra, 2024).

On the other hand, Aqidah Akhlak teachers are required not only to face these challenges but also to utilize technology positively in the learning process. One effort made is the implementation of digital-based collaborative learning, such as group projects, presentations, and the use of online learning resources. This approach encourages students to be responsible, communicate ethically, and work collaboratively (Puspita & Hidayah, 2025). Based on field findings, this strategy has been shown to foster students' sense of responsibility and ethical behavior in the learning process. This indicates that digital influence has become an integral part of students' lives and significantly affects their attitudes and behavior at school.

Considering these conditions, PAI teachers, particularly Aqidah Akhlak teachers, need to adopt appropriate, contextual, and adaptive learning strategies to address the decline in students' manners in the digital era. These strategies may include educational approaches, the habituation of moral values, exemplary conduct demonstrated by teachers, and the wise and purposeful use of technology in the learning process (A. S. Putri et al., 2022). The main challenge faced by teachers is balancing the use of technology with the cultivation of students' manners so that learning remains effective in shaping their character. Another increasingly important role is guiding students in digital literacy, helping them become critical, ethical, and responsible users of technology in dealing with the vast amount of information in the digital era, especially given the high level of internet usage among students today (Sriyanti, 2025).

Based on the above explanation, this study is important to conduct because although Islamic Religious Education (PAI) plays a central role in shaping students' manners, there is still a lack of studies that specifically examine concrete strategies employed by Aqidah Akhlak teachers in strengthening students' manners toward teachers in the digital era, particularly in the madrasah context. This research is expected to provide a theoretical contribution to the development of Islamic education strategies as well as practical benefits for

teachers in managing Aqidah Akhlak learning that is relevant to contemporary challenges. In addition, this study is also expected to present a clear picture of the current condition of students' manners and the efforts made by teachers to address them at MA Hasyim Asy'ari Bangsri. Without this research, efforts to strengthen students' manners may proceed without a clear empirical foundation, resulting in strategies that are partial and less responsive to the realities of the digital era. Such conditions may lead to weakened internalization of manners toward teachers, reduced effectiveness of Aqidah Akhlak learning, and a diminished role of the madrasah as an institution for developing students' character and noble morals.

2. Methods

This study employs a qualitative approach with a case study design. The qualitative approach was chosen because the research aims to gain an in-depth understanding of the strategies used by Aqidah Akhlak teachers in strengthening students' manners toward teachers in the digital era, based on natural contexts and the participants' direct experiences. The case study design enables the researcher to examine a phenomenon comprehensively and contextually within a specific setting, thereby providing a detailed depiction of the realities of educational practices (Ilhami et al., 2024).

The participants in this study include Aqidah Akhlak teachers as supporting informants. The participants were selected using a purposive sampling technique, which involves choosing individuals who are considered to have relevant knowledge and experience related to the focus of the study. This technique is commonly used in qualitative research to obtain rich and in-depth data (Rustamana et al., 2024).

The data collection techniques in this study include in-depth interviews to explore information regarding the strategies of Aqidah Akhlak teachers at MA Hasyim Asy'ari Bangsri, namely Mr. Zainal Umam, Lc. as the principal, and Mr. Ahmad Arwani and Mrs. Inayah, S.H.I., as Aqidah Akhlak teachers. These interviews aimed to identify the challenges faced in the teaching and learning process as well as the strategies implemented to strengthen students' manners toward teachers in the digital era. Furthermore, in-depth interviews were also conducted to examine the accuracy of students' behaviors in the digital era, with Class X IPS students at MA Hasyim Asy'ari as the informants. Observations were carried out to directly examine students' behavior, the learning process, and teacher-student interactions within the classroom environment. Documentation was used to obtain supporting data such as the school profile, madrasah regulations, instructional materials, and relevant activity records. The use of multiple data collection techniques aims to obtain comprehensive data and to enhance the validity of the research findings (H. J. Putri & Murhayati, 2025).

Data analysis in this study was conducted using an interactive analysis model consisting of three stages: data evaluation, data presentation, and conclusion drawing. The data evaluation stage was carried out by selecting various references and relevant sources related to the research topic. Next, the data were presented in a descriptive narrative form to facilitate understanding.

The final stage involved drawing conclusions, which was conducted iteratively until valid and consistent results were obtained (Qomaruddin & Sa'diyah, 2024).

The validity of the data was ensured through triangulation, which included both source triangulation and method triangulation. Source triangulation was carried out by comparing information obtained from teachers, students, and school authorities, while method triangulation was conducted by comparing the results of interviews, observations, and documentation. This process aimed to strengthen the credibility and reliability of the research data (Siregar & Murhayati, 2024).

3. Result and Discussion

This section presents the research findings obtained through interviews, observations, and documentation at MA Hasyim Asy'ari Bangsri. The data are analyzed to describe the condition of students' manners toward teachers in the digital era, the challenges encountered, and the strategies implemented by Aqidah Akhlak teachers to strengthen them.

3.1 Challenges Faced by Teachers in Strengthening Students' Manners

The research findings indicate that the challenges in strengthening students' manners are complex and multidimensional, involving both internal and external factors. One of the main challenges is the diversity of students' characteristics. Differences in family background, parenting styles, and daily habits result in varying levels of understanding and implementation of manners among students. Students who are accustomed to moral guidance at home tend to accept these values more easily, whereas those who lack such habituation often face difficulties in applying them. This condition requires teachers to adopt a differentiated approach, which in practice demands considerable time, patience, and consistency (Yunita et al., 2024).

In addition, the low level of students' manners indicates that the internalization of moral values has not been optimal. This issue is not only related to a lack of knowledge but also to the weakness of the habituation process in daily life. In other words, the problem of manners cannot be addressed solely through the transfer of knowledge; it requires reinforcement through consistent and repeated practice (L. R. Putri & Yusu, 2024).

The influence of technology and social media is a highly dominant external factor. Broad access to the internet allows students to obtain information without limits; however, without adequate control, it can encourage them to imitate behaviors that are inconsistent with moral values. The findings indicate that students tend to adopt behaviors observed on social media more quickly than the values taught by teachers. This suggests a shift in the authority of learning, from teachers as the primary source to digital media as a dominant reference in shaping students' behavior (Oktavionika et al., 2023).

Without adequate supervision, the use of social media can be misused, such as accessing content that does not align with moral values, imitating lifestyles that do not reflect proper manners, and communicating using inappropriate language. Moreover, students often tend to imitate behaviors they observe on social media rather than those taught by their teachers. This has

become a significant challenge in fostering students' manners in the digital era (Hidayat & Indrawati, 2025).

In addition to technological factors, the role of parents and the surrounding environment also becomes a crucial challenge. Teachers have limitations in supervising students, as their interaction time is confined to the school environment. Meanwhile, students spend most of their time at home and in their communities. Teachers cannot monitor students' gadget use 24 hours a day (24/7); therefore, without parental supervision, students are likely to use their devices freely without limits (Widiyanti et al., 2023).

The lack of parental control over gadget use, along with minimal attention to the cultivation of manners at home, can further worsen the situation. In addition, students' social environments have a significant influence. If students are in an environment that does not support moral development, the values of manners taught at school will be difficult to apply consistently (Rahayu, 2024).

Thus, it can be understood that the challenges faced by teachers in strengthening students' manners are not only derived from internal student factors but are also influenced by external factors such as technological developments, lack of parental supervision, and an unsupportive social environment.

3.2 Teachers' Strategies for Strengthening Students' Manners

In addressing these challenges, teachers implement several strategies aimed at shaping and strengthening students' manners in a sustainable manner.

The first strategy is providing exemplary behavior (*uswah hasanah*). In this regard, teachers and parents must serve as real role models for students in their daily conduct. Exemplary behavior is a highly effective method, as students tend to imitate what they observe. This can be demonstrated through showing politeness, using appropriate language, and behaving in accordance with religious and social norms. One important form of exemplary behavior is in dress etiquette, such as dressing modestly and covering the *aurat*. When teachers and parents consistently demonstrate these examples, students are more likely to understand and apply them in their daily lives (Rahmawati et al., 2026).

The second strategy is providing continuous reminders and habituation. Teachers should not feel bored or tired of reminding students about the importance of proper manners. Character formation indeed requires a long process and must be carried out repeatedly. Through consistent habituation, moral values will be internalized and become part of students' daily behavior. The strengthening of manners can also be implemented through routine school activities, such as greeting practices, speaking politely, and showing respect toward teachers and peers. Through these consistent practices, students will gradually develop good behavior automatically without needing constant reminders (Widayat et al., 2021).

The third strategy is filtering and guiding the use of social media. Teachers and parents need to work together in supervising students' use of gadgets. One possible step is to limit screen time and direct students to access positive and educational content. In addition, students should be given a clear understanding of the importance of using social media wisely. They need to be taught how to

evaluate information critically, avoid negative content, and maintain proper communication ethics in the digital environment (Hutajulu & Romiaty, 2022).

The fourth strategy is strengthening students' manners through madrasah policies by integrating moral values into local content subjects (mulok), such as the study of *Aqidatul Awwam and Ta'limul Muta'allim*. Through these subjects, students are guided to understand and practice proper manners, including etiquette in behavior, interaction ethics, modest dress by covering the aurat, and the wise use of social media. The learning process is carried out contextually through practice and habituation, so it is not merely theoretical but also applied in daily life. Thus, this integration becomes a strategic step in shaping students' character in a more structured and sustainable manner (Dwi & Setiyadi, 2024).

Thus, students are not only restricted but also equipped with the awareness to use technology responsibly. Equally important is building collaboration between teachers and parents. Effective communication between both parties will help in supervising and guiding students more optimally. Parents can continue the cultivation of manners at home, while teachers reinforce it at school. Through this synergy, the development of students' character becomes more effective and sustainable. Overall, the strategies implemented by teachers do not only focus on delivering instructional content but also emphasize the formation of habits, exemplary behavior, and supervision involving multiple stakeholders. This indicates that the cultivation of students' manners is a shared responsibility among schools, families, and the broader community.

4. Conclusion

Based on the findings of this study on the strategies of Aqidah Akhlak teachers in strengthening students' manners toward teachers in the digital era at MA Hasyim Asy'ari Bangsri, it can be concluded that the process of strengthening students' manners is complex and influenced by various internal and external factors. The main challenges faced by teachers include the diversity of students' characteristics, the low level of awareness regarding proper etiquette or manners, and the strong influence of technological developments and social media, which can affect students' behavior. In addition, teachers' limitations in supervising students outside the school environment, as well as the lack of parental control and the influence of peer environments, also serve as obstacles in optimally fostering students' manners.

In addressing these challenges, Aqidah Akhlak teachers implement several strategies that are considered effective. These strategies include providing exemplary behavior (*uswah hasanah*) by both teachers and parents, continuously habituating and reinforcing moral values, supervising and guiding the use of social media to ensure it is used wisely, and integrating moral values into local content subjects such as the study of *Aqidatul Awwam and Ta'limul Muta'allim*. These strategies are not only applied theoretically but are also carried out through direct practice and daily habituation in students' lives. Thus, the success of strengthening students' manners does not depend solely on the role of teachers at school, but also requires close cooperation between teachers, parents, and the surrounding environment. This synergy serves as the key to

shaping students' noble character, enabling them to face the challenges of the digital era while upholding moral values in their daily lives.

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