THE ROLE OF MADRASAH IBTIDAIYAH TEACHERS IN BUILDING STUDENTS' ISLAMIC CHARACTER THROUGH INTEGRATIVE THEMATIC LEARNING IN THE DIGITAL ERA

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Keywords:	ABSTRACTS
Islamic Character Education, Integrative Thematic Learning, Digital Era, Teacher Role	**Background:** The formation of Islamic character in the educational environment, especially in madrasas, is crucial for building students' moral and ethical foundations. **Purpose:** This research examines the role of Madrasah Ibtidaiyah teachers in fostering students' Islamic character through an integrative thematic learning approach adapted to technological developments in the digital era. **Method:** Using a qualitative case study at Madrasah Ibtidaiyah Tarbiyatul Athfal, data was collected through observation, interviews, and documentation, and analyzed descriptively. **Result:** The findings reveal that teachers who employ an integrative thematic approach effectively link lesson material to Islamic values, enabling students to understand and apply religious principles in daily life. Additionally, while the use of digital technology is still limited, teachers who manage digital tools well can enhance student motivation and engagement. The study also found that integrating technology with Islamic values helps students internalize Islamic character more deeply. **Conclusion:** The research underscores the importance of teacher training in utilizing technology as an effective learning tool, suggesting that madrasas should provide adequate support for teachers to integrate technology with Islamic character education. This approach aims to build a generation with noble morals in the digital era.

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A. INTRODUCTION

In the increasingly advanced digital era, the development of information technology has brought major changes in various aspects of life, including the field of education (Wolfaardt et al., 2024). Technology is now not only a learning aid, but has also become an important part in the process of forming students' character (Divanji et al., 2023). In the educational context at Madrasah Ibtidaiyah, the use of technology in integrative thematic learning can be an effective means of conveying Islamic values to students (Sh et al., 2024). However, on the other hand, the digital era also brings new challenges that teachers need to face in educating and guiding students' character (Almethen & Alomair, 2024). Therefore, teachers at Madrasah Ibtidaiyah have an important role in shaping students' Islamic character, so that they continue to grow up with strong religious values even though they are exposed to modern technology (Cahyanto et al., 2024).

This phenomenon shows that the role of teachers in building students' Islamic character cannot be replaced by technology, even though digital-based learning is increasingly in demand (Heyder et al., 2023). Teachers have the responsibility to integrate Islamic values into each lesson material, especially through an integrative thematic approach that is in accordance with the Madrasah Ibtidaiyah curriculum (Hakim, 2018). With this method, students can study various subjects holistically, while also understanding how religious values can be applied in everyday life (Berger & Dasré, 2024). However, the use of technology in the learning process requires teachers to have special skills, both in mastering the material and understanding technology (Nickl et al., 2024). In this situation, the teacher acts as a facilitator who helps students use technology wisely and in accordance with religious guidance (Komariah & Nihayah, 2023).

In reality, the formation of Islamic character through integrative thematic learning in the digital era presents both opportunities and challenges (Al Haddar et al., 2023). On the one hand, an integrative thematic approach allows students to gain more contextual and relevant learning experiences, which can ultimately strengthen their understanding of Islamic teachings (Wahid, 2024). On the other hand, openness of information in the digital era can affect students' understanding of moral and ethical values if not directed properly (Durand et al., 2023). Therefore, the active involvement of teachers in guiding students is becoming increasingly important so that the educational process does not only emphasize cognitive aspects, but also strengthens students' Islamic character (Sarker et al., 2024). In this case, teachers are required to be creative in preparing learning materials and strategies that can instill Islamic values effectively (Zarbafian, 2014).

The role of teachers in Islamic character education is very crucial, especially in madrasas which are a place for the formation of moral and ethical values for students (Roy et al., 2020). In this environment, teachers not only function as teachers, but also as educators who guide students to understand and internalize religious principles in every aspect of their lives (Hastasari et al., 2022). According to Jailan Sahil and friends, teachers who apply an integrative thematic learning approach can be more effective in linking learning content with Islamic values (Sahil et al., 2024). This approach allows students to see the relationship between lesson material and Islamic teachings. This, in turn, can help students develop attitudes and behavior that are consistent with these values (Le & Pham, 2024). In this way, the character education process in madrasas can

run more optimally and have a positive impact on students' personal development (Hanafi et al., 2021).

Apart from that, Haleem emphasized that the use of digital technology by teachers can increase student interaction and involvement in the learning process (Haleem et al., 2022). As long as teachers are able to manage these tools well, technology can be an effective tool to support learning (Gutiérrez Beltrán & Martínez Arias, 2025). In today's digital era, students have wider access to information and media. Therefore, it is important for teachers to utilize technology as a tool that supports more interesting and interactive learning (Windram et al., 2023). Oktavia and Khotimah also found that students who were involved in learning that combined technology with Islamic values showed higher motivation (Oktavia & Khotimah, 2023). This motivation contributes to increasing students' active participation in class, as well as encouraging them to apply the values they have learned in everyday life (Santos-Beneit et al., 2022).

Based on data obtained from initial surveys and interviews with teachers and students at Madrasah Ibtidaiyah (MI) Tarbiyatul Athfal, there are a number of problems that hinder efforts to develop students' Islamic character through integrative thematic learning. Around 65% of teachers acknowledged difficulties in effectively integrating Islamic values into various subjects, while 70% of students felt they had less exposure to content relevant to Islamic character in their learning. In addition, around 60% of teachers stated that limitations in the use of digital technology were an obstacle in creating interesting and interactive learning. This data shows that there is an urgent need to improve teacher competence in managing technology-based learning while still prioritizing Islamic character values. By understanding this condition, this research aims to provide the right solution to overcome these problems in order to develop better student character in the digital era.

The main problem in this research is how teachers at Madrasah Ibtidaiyah (MI) Tarbiyatul Athfal can effectively build students' Islamic character in the digital era through integrative thematic learning. Challenges faced by teachers include the ability to thematically integrate Islamic values into each subject, while students are increasingly exposed to technology and digital media that are not always in line with these values (Saha et al., 2024). In the digital era, students have broad access to information that can have a positive or negative impact on their character development (Sari et al., 2020). Therefore, the role of teachers is very important in instilling Islamic values consistently and relevantly to the digital world which is close to students' lives (Almethen & Alomair, 2024). Apart from that, limited teacher competence in using technology to support integrative thematic learning is also one of the obstacles that influences effectiveness in building students' Islamic character (Jameson et al., 2022).

Several researchers have previously studied the importance of the role of teachers in shaping students' Islamic character, especially in religious-based educational environments such as madrasas. Research by Muhammad Sholeh and friends shows that an integrative thematic approach is effective in internalizing Islamic values if teachers are able to link lesson material to relevant religious principles (Sholeh et al., 2022). Meanwhile, a study from Adiyono and friends highlights that the use of technology in thematic learning in the digital era can strengthen or weaken the formation of students' Islamic character, depending on the teacher's skills in managing appropriate digital content (Adiyono et al., 2024). Research by Qomar also concluded that integrating Islamic character values through thematic learning methods involving digital

technology can motivate students better if teachers are skilled in combining learning material with technology (Qomar et al., 2024). The results of this research emphasize the important role of teachers in integrating Islamic character education with modern learning methods and media that are relevant in the digital era.

However, in this research the focus is on the role of teachers at Madrasah Ibtidaiyah (MI) Tarbiyatul Athfal in building students' Islamic character through an integrative thematic learning approach that is adapted to developments in the digital era. The uniqueness of this research lies in its efforts to explore how teachers can effectively utilize digital technology without ignoring Islamic principles in the learning process. This research not only looks at how Islamic character is integrated into subjects, but also how teachers manage the challenges and opportunities presented by digital access in forming student character. In addition, this study will provide insight into strategies that teachers can implement in controlling digital content so that it remains in line with Islamic character learning objectives, which are still rarely discussed in previous research at the madrasah level.

This research is important to carry out because it can make a significant contribution in understanding and improving the role of teachers in building students' Islamic character in the digital era. In an educational context that is increasingly influenced by technology, it is important for educators to develop effective strategies for integrating Islamic values into everyday learning (Al Shloul et al., 2024). This research also aims to provide practical recommendations for teachers at Madrasah Ibtidaiyah, so that they can utilize integrative thematic learning methods that are relevant and adaptive to current developments. In addition, it is hoped that the results of this research can become a reference for educational policy in the madrasa environment, by emphasizing the need for training and professional development for teachers in managing character-oriented learning. Thus, this research will be able to contribute to improving the quality of education in madrasas and developing student character in accordance with Islamic values in this increasingly complex era.

B. METHOD

This research uses a qualitative research design with a case study approach. The main focus of this research is to explore the role of teachers in building students' Islamic character through integrative thematic learning in the digital era. With this approach, researchers can explore the experiences, views and practices implemented by teachers at Madrasah Ibtidaiyah Tarbiyatul Athfal. This research will also consider the social and cultural context that influences character learning in madrasas. Thus, it is hoped that the research results can provide a comprehensive picture of the role of teachers in a broader context.

The data in this research will be collected through several techniques, namely interviews, observation and documentation studies (Salmia, 2023). Semi-structured interviews will be conducted with teachers and several students to gain in-depth information about the learning practices implemented. Apart from that, classroom observations will be carried out to see directly the interaction between teachers and students as well as the application of Islamic values in the learning process. Documentation studies will also be carried out by analyzing learning materials, learning implementation plans (RPP), and other relevant documents. It is hoped that this

combination of techniques can provide valid data and triangulation to support research results.

Data sources in this research include primary and secondary sources. Primary sources consist of informants consisting of teachers at Madrasah Ibtidaiyah Tarbiyatul Athfal as well as students involved in the learning (Sakinah et al., 2024). Secondary sources include official documents, such as curricula, lesson plans and textbooks used in madrasas. Apart from that, data can also be taken from literature and previous research related to Islamic character education. By utilizing various data sources, this research can provide a more in-depth and comprehensive analysis.

The data that has been collected will be analyzed using thematic analysis. This process includes coding data, identifying themes, and grouping information based on categories relevant to the research focus. Each theme that emerges will be analyzed to see the patterns that occur in the teacher's practice of learning Islamic character. Apart from that, researchers will also consider the broader context in the analysis to understand the factors that influence character learning in madrasas. Thus, it is hoped that this analysis will produce an in-depth understanding of the role of teachers in the context studied.

The technique for drawing conclusions in this research is based on the results of the data analysis that has been carried out (Sugiyono, 2023). Researchers will combine findings from interviews, observations, and documentation studies to produce comprehensive conclusions. In addition, researchers will also consider the relationship between the various themes identified and the contexts that influence learning practices. The conclusions drawn will reflect the understanding obtained from existing data, as well as the implications that can be drawn for the practice of character education in madrasas. In this way, it is hoped that the research results can make a real contribution to the development of Islamic character education in the digital era.

C. RESULT AND DISCUSSION

The results of this research reveal several important findings regarding the role of teachers in building students' Islamic character through integrative thematic learning at Madrasah Ibtidaiyah Tarbiyatul Athfal. First, it was found that teachers who implemented an integrative thematic learning approach were able to link lesson material with Islamic values effectively. In practice, teachers use various teaching methods that focus on the relationship between science and Islamic teachings, so that students can understand and internalize religious principles in everyday life. In addition, the interactions that exist between teachers and students during learning greatly contribute to the development of student character, with the teacher acting as a facilitator who encourages discussion and reflection regarding the values being taught.
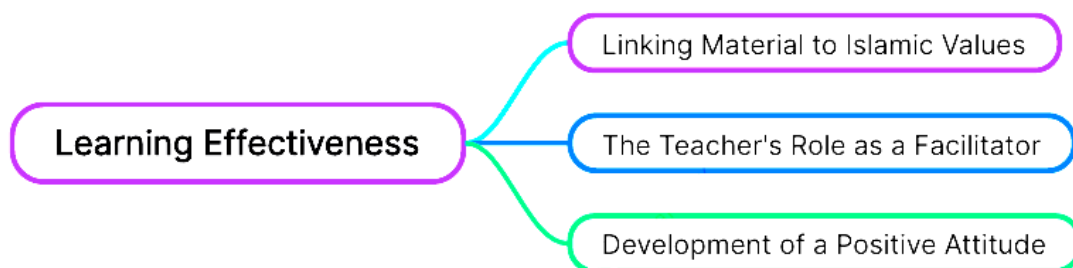

Figure 1. Effectiveness of Integrative Thematic Learning in Building Islamic Character

Based on the results of interviews with several teachers at Madrasah Ibtidaiyah Tarbiyatul Athfal, the majority stated that they tried to integrate Islamic values in every aspect of learning. These teachers revealed that the thematic approach helped them to emphasize the importance of moral and ethical values in relevant learning contexts. One teacher said, "By relating lessons to Islamic teachings, it becomes easier for students to understand the meaning of what they are learning." Apart from that, teachers also feel that good relationships between teachers and students are very important to create a positive learning environment and support student character development. This shows that teacher involvement in the learning process does not only focus on transferring knowledge, but also on forming students' characters in accordance with Islamic values.

This shows that the use of digital technology in the learning process has a positive impact on student engagement. Teachers who use digital tools creatively can create an interesting and interactive learning atmosphere, so that students are more motivated to participate actively. Students also show increased motivation when technology is used to integrate Islamic values, such as through educational applications based on religious teachings. Thus, learning that combines technology and Islamic values is proven to be able to increase student involvement and motivation in learning.

Furthermore, the results of observations show that the application of integrative thematic learning contributes to the development of positive attitudes and behavior in accordance with Islamic values among students. Students who are involved in this learning are more active in social activities at school, such as helping friends and participating in religious activities. Teachers also noted that students showed better behavior, such as discipline, responsibility, and concern for the surrounding environment. These results indicate that the integration of thematic learning with Islamic character values can produce positive changes in student behavior.

Finally, this research found that the challenges teachers face in implementing integrative thematic learning in the digital era include limited training and support in using technology. Although teachers have a desire to utilize technology, some lack confidence in managing digital tools effectively. Therefore, it is important to provide proper training and ongoing support to teachers so that they can implement innovative learning methods. By overcoming this challenge, it is hoped that the role of teachers in building students' Islamic character through integrative thematic learning can be increasingly optimal.

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Table 1. Observation Results regarding Integrative Thematic Learning

Observed Aspects	Results (%)	Information
Student involvement in learning	80%	Students actively participate in class
Understanding Islamic values by students	75%	Students are able to relate learning
Student discipline attitude	70%	Students demonstrate disciplined behavior
Student independence in learning	65%	Students dare to ask questions and discuss
Use of technology in learning	60%	Use of digital tools for learning

From the table above, it shows that the level of student involvement is high in the learning process, with 80% of students actively participating in class discussions and activities. This shows that the integrative thematic learning approach is successful in creating a fun and interactive learning atmosphere. Furthermore, 75% of students showed a good understanding of Islamic values, where they were able to relate the lesson material to religious teachings. This indicates that the learning carried out by the teacher has succeeded in internalizing moral and ethical values in students.

Observations also found that 70% of students showed good discipline during the learning process. This discipline is seen in compliance with the rules and regularity when attending lessons. Apart from that, 65% of students show independence in learning, where they dare to ask questions and discuss with friends and teachers. This shows that the teacher succeeded in creating an environment that supports the development of student independence and self-confidence.

However, in this observation it was also noted that only 60% of students were involved in using technology during learning. Even though some students can use digital tools well, there are still challenges in thoroughly integrating technology in the learning process. Therefore, additional training is needed for teachers so that they are more confident in using technology to support integrative thematic learning that contains Islamic values. Thus, the results of these observations provide valuable insight into the effectiveness of learning and areas that need to be improved to achieve the goals of better Islamic character education.

This research also has similarities with Qomar's findings, which show that the integration of technology with Islamic values can increase student motivation. In this study, students who actively participated in class also showed higher motivation, especially when the lesson material was closely related to the religious values they adhere to. These findings indicate that the use of technology, when combined with Islamic values, not only encourages engagement but also helps students internalize strong Islamic character.

However, the results of this research show that the level of use of digital technology at Madrasah Ibtidaiyah Tarbiyatul Athfal still needs to be improved to be in line with previous research which shows the great benefits of technology in learning. In this case, this research provides recommendations for madrasas to further facilitate the use of technology and provide training for teachers, so that they can integrate technology with Islamic values more thoroughly. Thus, this research not only

complements previous studies, but also provides new understanding regarding the application of integrative thematic learning in the digital era in the context of Islamic character education.

The results of this research strengthen the findings of previous research which highlights the importance of the teacher's role in Islamic character education through an integrative thematic learning approach. Based on the results of observations, it appears that students at Madrasah Ibtidaiyah Tarbiyatul Athfal show high involvement in learning and a good understanding of Islamic values. This finding is in line with the results of Muhammad Soleh's research, which stated that an integrative thematic approach allows students to link lesson material with religious principles, so that Islamic values can be more easily understood and applied.

Furthermore, this research also supports Adiyono's findings regarding the use of digital technology in increasing student interaction. Even though only 60% of students use technology in learning, these findings still show that there is great potential in utilizing digital media as a means to make learning more interesting. This underlines the importance of teachers' ability to manage digital tools, in accordance with what Farhan suggested (Yusoff et al., 2023). With more intensive training, teachers are expected to be able to optimize the use of technology, so that more students can be effectively involved in learning based on Islamic values.

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D. CONCLUSION

Based on the discussion above, it can be concluded that the role of Madrasah Ibtidaiyah Tarbiyatul Athfal teachers in building students' Islamic character through integrative thematic learning is very important. This is becoming increasingly relevant, especially in the current digital era, where challenges and opportunities in learning are increasingly developing. Teachers who are able to relate learning material to Islamic values can help students understand and internalize religious principles in everyday life. In addition, the use of digital technology in learning has great potential to increase student interaction and engagement. However, the application of technology in learning still needs to be improved so that it can run more optimally. The findings of

this research also strengthen previous research which highlights the importance of an integrative approach in building Islamic character in students. Apart from that, this research also confirms that the use of technology can support the learning process based on Islamic values. Therefore, it is recommended that madrasas facilitate and train teachers in the use of technology so that learning is more effective. In this way, integrative thematic learning can take place more optimally in shaping students' Islamic character in this digital era.

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