



The roles and challenges of teaching Islamic education of madrasah students Singapore in the digital age

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Abstract

The advancement in technology, known as ICT, have made a drastic impact in the teaching fraternity. It has brought significant change in the education landscape, specifically in Islamic education. The purpose of this research is to analyse the role and the challenges faced by teachers and students in Singapore. The digital world has greatly impact the lives of the educators and students especially in terms of the shaping of the student character. The Singapore education system is based on the success as well as the implementation and advancement of technology in ensuring that the educators is well equipped in this digital era. The demand of the educators has also increased to be an IT savvy and a facilitator in line with the 21 CC competencies. The digital era has opened its doors to students to gain accessibility to diverse knowledge. However, this also comes with challenges in the form of moral and social challenges which need constant guidance. The method that I will be using in this research is qualitative (case study) which emphasizes on the importance of the collaboration between teachers, parents as well as the Ministry of Education (MOE) to shape our new generation of Singapore Muslims to be critical thinkers of the new digital era.

Keywords: *The Digital Age; Madrasahs in Singapore; Islamic Religious Education; The Role of Teachers; Students.*

Abstrak

Perkembangan teknologi digital atau Teknologi Informasi dan Komunikasi (TIK) telah mengubah pola komunikasi, gaya hidup, dan sistem pendidikan, termasuk dalam bidang Pendidikan Agama Islam. Penelitian ini bertujuan menganalisis peran dan tantangan guru Pendidikan Agama Islam di Singapura pada era digital serta implikasinya terhadap pembentukan akhlak peserta didik, khususnya di lingkungan madrasah. Sistem pendidikan Singapura yang berorientasi pada keunggulan akademik dan kemajuan teknologi menuntut guru untuk beradaptasi dengan perkembangan teknologi digital yang berlangsung sangat cepat. Dalam konteks ini, guru Pendidikan Agama Islam tidak lagi hanya berperan sebagai penyampai ilmu keagamaan, tetapi juga sebagai pembimbing akhlak, pengelola pemanfaatan teknologi, dan fasilitator pembelajaran abad ke-21. Era digital memberikan peluang yang luas bagi peserta didik untuk mengakses berbagai sumber pengetahuan, namun pada saat yang sama menghadirkan tantangan moral dan sosial yang memerlukan pendampingan secara berkelanjutan. Oleh karena itu, tantangan utama pendidikan adalah mempersiapkan guru dan peserta didik agar mampu memanfaatkan teknologi secara efektif sekaligus meningkatkan kompetensi digital dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Hasil penelitian menegaskan pentingnya kolaborasi antara guru, orang tua, dan Majelis Ugama Islam Singapura (MUIS) serta lembaga pendidikan terkait dalam membentuk generasi Muslim yang berakhlak mulia, berpikir kritis, dan mampu

menghadapi tantangan era digital.

Kata kunci: Era Digital; Madrasah Singapura; Pendidikan Agama Islam; Peran Guru; Peserta Didik.

Introduction

In order to ensure that a learning happens, the main thing that must happen is the learning process in the identity of a Madrasah Singapore student. Learning involves the process of finding, understanding and analyzing a matter consciously or unconsciously among the individual himself. This will enable a student to acquire new knowledge and be inclined to that learning (Herliani et al., 2021). Therefore, to ensure that a learning can be delivered effectively, the core of the learning must be strong and also the way of delivering the learning knowledge to the students must be structured and structured (M.Abu Bakar, 2017).

Previous research has often focused on the issue of the presence of technology in human life and less attention has been paid to the role and challenges of teaching Islamic education, especially among Singaporean Muslim students. Therefore, in this research, I focus more on the role and challenges of Islamic education because I feel that technology has many positive effects from its negative if it is used prudently, and this should start from the school level again. Therefore, there has been a focus on the role and challenges of teaching Islamic education in the digital era for Singaporean Muslim students, in particular. The purpose of this writing is to convey how important collaboration between teachers; students and the Singapore Board of Education is to form a successful generation of Muslims.

There are various theories of learning that can be taken into account to be used as a backup to ensure that a learning becomes effective. However, in this discussion I will take the theory of digital Constructivism whose main focus is on the active and productive involvement of students in learning. This is in line with the opinion (Sugrah, 2019) which states that constructivism is a theory that can awaken knowledge and shape the meaning of learning by relating it to the experience of each student. This is because, each student has a different style and way of thinking and also experiences (Aljunied, 2006). What distinguishes these Madrasah students in Singapore is the way they absorb the learning and how they manifest and compose knowledge so that it is easy for them to understand. This indirectly, contributes to the holistic learning development of Madrasah Singapore students to become dynamically versatile students in implementing their learning in their daily lives (Hashim, 2006). This will indirectly enliven the Islamic values that have been learned by these students through the knowledge they have gained from their teachers and also through digital resources such as YouTube, Facebook, Instagram and now TikTok. This shows that the delivery of learning is not only based on the teachers in the madrasah but it also includes external factors as mentioned above. This is because, our Madrasah students face different challenges than students 20 years ago, they are now more inclined to the digital world and this should be observed and taken into account by the curriculum system as well as the learning structure in the classroom (Lubis, 2012).

Therefore, to ensure that the learning curriculum in Singapore is more effective, its teachers must also be literate and also able to adapt to the changing learning landscape that has shifted to digital (Talbani, 2006).

"Technology can be a source of tremendous optimum. It can help to overcome some of the greatest challenges our society faces, including climate change, famine and disease. Technology is used as a power of innovation to advance economic development which ultimately leads to better quality of life. Technology is seen as a vital economic driver." (Schumpeter 1992)

Therefore, the theory of constructivism was pioneered by Piaget, who was a famous philosopher, scientist and developmental psychologist. Piaget is best known for his research on the cognitive development of an individual, namely in this discussion the students of the Singapore madrasah. In the theory of constructivism that has been supported by Piaget, it is stated that learning is a constructive process i.e. learning always occurs in a student directly or indirectly (Nasir, 2002). According to Piaget, a learning occurs when the students are able to absorb the learning by relating it to the existing experience in a student's identity. At the same time, when the absorption of learning can take place effectively, it will indirectly form a new knowledge that is easy for the student to understand and relate to.

Based on this, the learning context in the digital era has great potential and opportunity in ensuring that learning becomes more suitable and practical with the lives of our students who are more inclined towards digitalization (Adam, 2015). This is because when the Singapore madrasah and its teachers are able to make adjustments by incorporating digital technology in their learning system, it can indirectly develop the interests and potentials and talents of its students who can be honed and guided in a more holistic direction and have a more effective impact on the students themselves and the local community, namely Singapore (Charlene Tan & D.B Abbas, 2017)

Therefore, to ensure that such things can happen more effectively, the way of learning should focus on "student-centered learning" (Ally, 2004). This is because, Singapore's curriculum system has started to shift from teachers being the main transmitters of knowledge to learning that should happen among the students themselves and teachers as facilitators. This can be seen clearly in the "project-based learning" that has been introduced by the Singapore Ministry of Education which is centered on the theory of constructivism. This is because project-based learning is based on learning that gives students the opportunity to solve problems by creating or producing solutions to a problem. This indirectly provides opportunities for students to think critically and constructively by using the digital resources that have been provided to them in a prudent and responsible manner (Noraini, 2017).

The advent of the iPhone has dominated the world and shaken up the world of technology at that time because of its sophisticated phone system and can be used wherever we are. The Internet now, not only is it available on computers but it can be accessed wherever we are, all with a single touch of that mobile phone screen. Currently, Facebook (book front) has also permeated into mobile apps. Now, humans can connect with anyone on this earth without limits. Humans can see the profiles of strangers.

Humans share about their lives regardless of Ain's disease. " Ain really exists. If there is something that can precede fate, surely it can." (HR Muslim).

The field of Education, especially Islamic Education, is also no exception to the use of technology that has attracted the interest of the younger generation who have been exposed to digital use. This is because the use of digital provides space and also a platform for teaching staff to teach interactively, creatively and also interesting in fostering Islamic Education knowledge for the identity of our young generation. The presence of multimedia, such as videos, animations, images and religious concepts can be presented visually and attractively. Nowadays, the field of technology is not only limited to the use of the internet and video but, now, online (online) platforms such as social media; TikTok, Instagram have been able to integrate as a learning ecosystem that provides opportunities for our young generation to generate more critical and constructive thinking (Patmasari, 2023).

However, in order to make progress in educating our young generation, educators must ensure that their basic knowledge of religion is strong so that they are not easily influenced by external factors that can damage their thinking and misinterpretations or misunderstandings that can make a person radical.

Table 1. Adolescents participating in rehabilitation (2019-2021)

Year	2019	2020	2021
Adolescents who are wanted go to rehabilitation.	9.8%	5.2%	9.2%

Year	2021	2022	2023
Teenagers who commit crimes	5.8%	4.6%	4.9%

(Quoted from the web: www.Singstat.gov.sg.)

Hassan Langulung, (1977) stated that the main problems that adolescent students often face are morality, discipline and religion. Such things happen due to peer pressure as well as the nature of teenagers who want to age and want to try new things which are considered as a self-experiment that can have negative consequences if not prevented from the beginning. Now, mental health is a new challenge that needs to be addressed. Teenagers nowadays in Singapore have the potential to face mental health problems because they easily feel stressed by the things that are happening around them.

Based on statistics from the World Health Organization (WHO), 1 in 7 adolescents aged between 10-19 years old suffer from mental health problems. This percentage represents 15% of other diseases faced among adolescents who are in the same age range. Anxiety is a disease that is increasing in number in Singapore. Therefore, the role of an educator is very important in the development and development of the younger generation.

The presence of the digital era is a challenge for educators to equip their students with the means of digital use with a responsible and prudent attitude to prevent them from falling into activities that can affect their morals of mind which in turn will bring harm to themselves and their families and society in general. Since the digital age is accessible at their fingertips no matter the time and place, teachers should work together

with parents, working hand in hand to educate this young generation to be responsible consumers. Furthermore, the younger generation in Singapore has been known as "digital natives" because they are the ones who were born into a world dominated by the digital age. They have been exposed to the use of mobile phones, videos, video games as early as 3 months. This has indirectly, programmed their minds that the use of the internet as well as the features in smart mobile phones is the norm. This will indirectly shape the way they grow in terms of their brain development and mind.

The younger generation in Singapore has been exposed to the use of digital in the classroom such as the use of iPads and computers. All learning is available online such as the aLIVE Madrasah Programme conducted in Singapore. Here we can see that technology has been integrated into the classroom to prepare the younger generation for a future that is likely to be more sophisticated and modern. On the one hand, it is a good development for a country because it shows that its people are ready and are in the process of producing a generation that can face the challenges in the digital economy (Rubatney, Norliza and Nurul Huda, 2023). This is because the digital world helps to simplify human life and often meets universal human needs. At the same time, the digital world, if not educated responsibly to the younger generation, can lead to damage to the younger generation and become the country's own demise, because this digital world is an open and ever-growing world.

Therefore, now the responsibility to equip the younger generation to become a consumer who can contribute positively to the Society rests on the shoulders of an educator, especially Islamic Education, namely, using Islamic Education as a foundation/bulwark for the younger generation to refer to navigating their way of life in a better direction and bringing well-being to the Society (Andi Sadriani, M. Ridhwan, 2023). This can have a good impression on the younger generation. It is more accurate to interview teachers and students so that we can get two different perspectives and we can also relate how this digital use is done in Singaporean schools. At the same time, in this study. I will also analyze the documents generated through thesis, journal articles from 2013-2023. This data will be used as a cross-reference with interviews held with teachers and also from the lens of a student.

Research Methods

This study uses a qualitative method (Case Study), which is an in-depth case study on the impact of digital use in the classroom and what are the benefits or challenges experienced by teachers and students in the use of digital applications in the classroom. The study used three types of techniques where it used information collection through observation of teaching practices, as well as informal interviews and surveys with several Islamic Education students and teachers in local Islamic educational institutions as well as document analysis for validity and reliability. A total of 10 teachers from the local Madrasah where 5 teachers are aged from 20 to 39 years old and 5 teachers from 40 to 60 years old. Meanwhile, 10 students were from several Madrassas in Singapore and they were from 5 students aged 7 to 12 years old and 5 students from 13 to 18 years old. Such things are important because to ensure that this digital consumption can have a beneficial effect on the younger generation. It is more accurate to interview teachers and

students so that we can get two different perspectives and we can also relate how this digital use is done in schools (*Proverbs QoriDalimunth1, 2023*). At the same time, in this study. I will also analyze the documents generated through thesis, journal articles from 2013-2023. This data will be used as a cross-reference with interviews held with teachers and also from the lens of a student.

There were three parts that were asked during the survey conducted with the survey respondents, namely: Part A: The Impact of the Use of Digital Technology in Islamic Education Classrooms from the Teacher's Perspective. Part B: Challenges and Challenges of the Use of Digital Technology in Islamic Education Classrooms for Teachers. Part C: Experiences and Learning Effects from the use of Digital Technology in Islamic Education classrooms for Students

The data obtained from the results of the survey between teachers and students showed positive results. This shows the effectiveness of digital use and its impact on teachers and students and the extent to which this digital use can help teachers to prepare their children for the digital era and what are the challenges faced by teachers inside and outside the classroom. On the student side, the use of digital helps them in understanding a learning process and it increases the level of focus of students. By obtaining data and resources from two sides, namely teachers and students, we can examine the gaps that can be narrowed and also the benefits that can be used as examples to preserve learning into an interactive and beneficial learning for teachers and students.

On the other hand, from the survey conducted, there are also challenges and problems in using technology in teaching and learning in the classroom among teachers who are in the twilight age at the beginning and now they have adapted to the use of this digital technology nowadays and this at the same time we can know that most of the challenges faced by teachers and students in using digital technology when they have very weak internet. In collecting data, the author has identified thoughts or survey results that debate the use of technology in learning and its impact on students and how this can contribute to society and the country's economy. At the same time, with this data collection, we can see what things can be modified to make a lesson good and concise. This is because, the use of data as a reference can provide a more comprehensive understanding of the problems faced by teachers and students in the classroom.

In analyzing the data, the researcher uses the data triangulation technique to ensure the validity and reliability of the research results. Data triangulation is carried out through three main approaches, namely source triangulation, method triangulation, and theoretical triangulation. Resource triangulation is done by comparing information from three categories of data sources, namely: Interview of Islamic Education teacher, interviews and surveys of students, Islamic Education teachers and analysis of secondary documents from articles, theses and reports of the Singapore Ministry of Education as well as official SingState data. This approach allows researchers to assess the uniformity of views between teachers and students, as well as explore the gap in understanding the use of digital technology in Islamic Education classrooms.

The triangulation method involves the use of various data collection techniques, namely *observation*, *informal interviews*, *structured surveys*, and *document analysis*. This combination ensures that the findings obtained are not subjective or limited to one

form of instrument, but reflect a more holistic reality in the context of digital learning in Madrasah Singapore. Theoretical triangulation is used to interpret the results based on the theoretical framework of *Digital Constructivism* (Sugrah, 2019; Piaget, 1972) and *21st Century Learning* theory (MOE Singapore, 2015). Through this theory, the data is analyzed by assessing how students build religious meaning and knowledge through interaction with technology, as well as how teachers play the role of facilitators in guiding the learning process.

Data analysis is carried out through a thematic analysis approach, where qualitative data from interviews and surveys are categorized into main themes that are in line with the objectives of the research, namely: (1) The role of Islamic Education teachers in the digital era, includes roles as knowledge communicators, moral guides, pedagogical innovators, and learning technology managers. (2) The challenges of teaching Islamic Education in the digital era, including issues of digital literacy, internet stability, the validity of Islamic materials in the virtual world, as well as the balance between technological aspects and moral values. (3) The implications of the use of technology on the formation of students' morals, highlighting how digital media can enrich the learning of Islamic values or, conversely, pose a risk of moral deviance and cyber radicalism.

Through this triangulation analysis, the researcher was able to objectively assess that the use of digital technology in Islamic Education in Singapore has a positive impact on student engagement and teacher teaching efficiency, while at the same time demanding the strengthening of spiritual values, digital ethics, and ongoing moral guidance. This approach also ensures that the results of the study are in line with the main theme of the research: *The Role and Challenges of Teaching Islamic Education in the Digital Age for Muslim Students in Singapore*.

Results and Discussion

A. The role of Islamic education teachers in the digital era

Based on the data that has been analyzed, especially the A-section of the Impact of Digital Technology Use in the classroom from the perspective of a teacher, it shows that teachers aged 20 to 39 years are more literate in the use of IT compared to teachers aged 40 to 60 years. This may be because exposure to technology for teachers aged 20 to 39 years old has started from the school days compared to more experienced teachers, i.e., this technology is only introduced when they have started teaching and they are transitioning from conservative to technology-based learning.

An educator is someone who has an important role in society to develop the younger generation, i.e. in this case the students. They bear a high responsibility in ensuring that their children get useful knowledge and can contribute back to society (Tan, C. 2009). Because of this, Islam has placed the teacher at a high level because of the knowledge he has gained that will be shared for the benefit of mankind universally.

يَتْلُوهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا
يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۚ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

"Allah will exalt the believers among you and those who have been given knowledge of several degrees, and Allah is Aware of what you do."

(Qs, Al-Mujadalah/58:11)

According to Abuddin Nata, an educator is an adult who is responsible to his or her students in their physical and spiritual development with the hope that their students can reach a level of maturity that is able to benefit their society and religion as well as become an independent human being. A teacher's job does not only happen in the classroom, but it also encompasses more than that. Teachers must also set a good example for their children so that their children can make them an example to become a virtuous and noble human being (Wartomo, 2016). Therefore, based on interviews conducted with 10 teachers, all of them agreed that teachers play an important role in the development of their students. They agree that the job of a teacher is not as easy as the public thinks, namely, teaching, giving marks to students and the job ends there. In fact, that's just the basics, the rest of the teachers should also be aware of their attitudes, mental health, teaching them to control their emotions in the best possible way to solve problems and challenges that they have to face in pursuing knowledge.

All of this is placed on top of the responsibility of a teacher who also has work to complete and family to be given attention as well. At the same time, teachers should also equip themselves with various new technologies that can be used in the classroom so that teachers can attract students to learn because each student has a different way of understanding and learning. Students in a class have different profiles and each need are also different (Amiruddin, 2021). Therefore, it has become the responsibility of a teacher to steer his class to make it interesting, up-to-date and in accordance with the student's level of understanding so that all students can benefit from the knowledge that has been taught by the teacher.

"Differentiated instruction (DI) has emerged as a cornerstone of effective pedagogy in today's diverse classroom. It recognizes the inherent variability among learners, acknowledging that students possess unique learning styles, prior knowledge, as well as proficiency levels of the student." (Puzio et al., 2020)

B. Challenges of teaching Islamic education in the digital era

1. Teacher competency challenges

The digital era is also a challenge for teachers to keep up with the times so that the role of a teacher remains relevant. There is a paradigm shift in a teacher's approach to learning. This is because, in the era of traditional learning, teachers play a major role in educating, i.e. all knowledge and statements given by teachers will be fully taken by students. However, in this digital era, all information can be found on the website and sometimes there is also a desire to get certainty whether what the teacher says is authentic or not (Nur Nadirah Binte Kamaruddin, 2019). The use of the Internet is important. Therefore, if you look at the data in part B: 100 percent of teachers agree that slow or unstable internet disrupts digital teaching sessions. This indirectly puts pressure on the teacher, that is, the teacher feels that the role of a teacher as the main role in teaching is decreasing. Instead, teachers must play the role of facilitators, namely, learning is no longer teacher-centered, it is more student-centered.

In this regard, with the advent of the digital era, the demand and expectation of parents for teachers in Singapore is also high because, now, parents are also educated and they also have access to learning information. They feel that the role of teachers is to

produce students who can graduate with excellence despite their different learning profiles. This is because, the exposure in the virtual world is so widespread and these parents feel that they are more knowledgeable than the teacher himself, in fact, there are some who want to arrange the way the teacher teaches in the classroom and only focus entirely on his child. Furthermore, public educational institutions in Singapore have given full autonomy to parents as important stakeholders in the Education organization.

Teachers are asked to produce graduates who have knowledge, skill, and personality competencies (Musfah, 2012). Therefore, to meet this demand, teachers must be fluent with the use of digital and technology in their teaching process in the classroom. This is because the demands from students, parents and the public are increasingly complex and complicated (Arum, Sabila, 2018). However, teachers must also be wise in achieving a balance between Islamic Education and digital developments, i.e., teachers must be wise in filtering the information that is increasingly prevalent and adapting it to the needs of Islamic Education itself. This is because, if the teacher is not wise in filtering the information on the site, it can lead to distorted teaching and at the same time confuse the basis of the learning understanding of his students and it will not end there because it will last if not prevented early. This is because, based on (Achmadi, 2008), he said; "Islamic religious education means the effort to preserve and develop human nature and human resources to form a person who is *ihsan* to become a responsible Muslim and bring benefits to his society, namely, something that is in line with the teaching of Islam itself, as well as becoming a true servant of Allah and able to play an important role as the caliph of Allah.

In general, we have to accept the fact that this young generation is growing rapidly due to the consequences of being exposed to a world without borders, especially through gadgets such as mobile phones. According to (Sarah Alia & Nor Hafizah, 2021), the role of parents is important in the development of a person and parents should not place this responsibility entirely on the teacher because the time given by the teacher to educate is also limited and the rest is the role of the parents themselves to educate and also set a positive example for their children. There is no doubt that the presence of this technology can pose challenges in the unit of a family due to the dissemination of information as well as the use of technological devices that are increasingly fast and sophisticated. Therefore, parents should also be aware of what is happening around them and they should play an important role in the formation of their child's development which will also be a layer for future generations.

2. The challenges of Islamic education in Singapore from the lens of a student

In Singapore, Islamic education is few and far between, compared to secular schools. The percentage of Madrasah schools in Singapore which covers only 5 percent. 20 years ago, the government considered Madrasah as an education system that did not impact the country's development in terms of the country's economy. This is exacerbated by the phenomenon of Islamophobia after the 9/11 tragedy, where Singapore's madrassas are replaced by a dichotomy as a center with great potential for terrorists to become a center for terrorist groups to spread their extremist ideologies (Amiruddin, 2021). As a result, Singapore's madrassas have taken precautionary measures with the overhaul of the co-curricular and syllabus structure that is equivalent to the co-curricular of secular schools

in Singapore. Teacher training is also not excluded and creates a conducive and well-rounded environment in terms of providing resources for students. At that time, we can see a paradigm shift in terms of Singapore's madrasah system which shifted from a conservative role to an institution that would produce scholars based on Education that integrated two areas into one, namely the religious and academic curriculum. The use of technology is the main core of their learning (*Hussin Mutalib*). Exposure and support from the government have succeeded in producing sustainable and developing students, namely they are not left behind with the country's modernity, i.e., the use of technology has also helped the education of madrasa students. This can be seen through the data of part C which shows that students as young as 7 to 18 years old agree that the use of digital technology in Islamic education is very helpful in their learning.

C. Discussion of digital learning at the school level (Madrasah Singapore)

1. Digital learning at school level in madrasah Singapore

In this debate, the author will express how this constructivism theory can be found in digital learning at the school level which is centered on the students themselves as well as learning based on project-based learning which is able to develop the level of thinking of a student to think critically and also creatively in finding a solution to a matter that has been thrown at them. In this rapidly growing digital era, learning must also adapt to the passage of time that can improve the efficiency of its students (Patmasari, 2023). Therefore, to ensure that such things can obtain effective results, the school's facilities should gradually move towards digital which allows its students to get up-to-date and authentic information. This in turn can provide Singaporean madrasah students with a creative, innovative learning environment with a comfortable environment for them to study (Patmasari et al. 2023). This can be clearly seen through the data obtained above, namely 100 percent of students agree that the use of digital technology makes a student more interested in learning Islamic education.

This digital learning is not new to Singapore Education. However, there is a difference in digital learning now and in the past, namely, students now have more platforms that they can use as a reference source which in turn gives these students to balance and identify which information can be used or not. This will generate their critical thinking to filter the information they get because not all the information available in the digital realm is true and they should use it responsibly. Such a way of learning is centered on the students and for such things to happen effectively, the students themselves should do collaborative learning that allows them to exchange ideas with each other to further strengthen their learning to find solutions to the problems that have been given to them (Aljunied, 2006).

2. Project-based learning based on constructivism theory

Project based learning is a project where students are given a problem for them to find a solution to a problem. This is in line with the theory of constructivism, which is that students use their existing experience to solve a problem as well as indirectly give their students the opportunity to know their level of understanding and achievement, that is, it gives space and opportunity to Singapore madrasah students to go beyond their level of thinking by how they apply what they have learned in class to something those outside the classroom who step out of their comfort space. This can indirectly develop

the cognitive development of their minds and this ensures that active learning can take place directly or indirectly inside and outside the classroom. This will indirectly contribute to the holistic formation of the identity of Madrasah Singapore students who are able to be competitive and remain relevant at the rapidly growing global level (D.B. Abbas, 2017).

Based on the analysis of this discussion, this clearly shows that although there are challenges in the teaching of Islamic education in the digital era, the role of the teacher itself can have a positive impact on students in the use of technology in their learning so that they are able to use technology wisely. Here we can see that there is agreement with other studies that say the use of technology has many negative effects. Although there is no doubt that, this technology also has its negative effects, but if a society, especially educational institutions, works hand in hand in striving to produce a student who is responsible and able to use technology intermediaries to the best of their ability, it will surely have more positive effects than negative ones. As the English saying goes: "it takes a village to raise a child"

Conclusion

In conclusion, the challenge of teachers' willingness to change and acceptance in the use of technology in Islamic education in the digital era in Singapore is well received when they are ready to explore digital knowledge and learn it for their own sake and of course for the benefit of students. Based on the research that has been done, it shows that although there are challenges in learning Islamic education in the digital era, it is the role of students and teachers themselves to ensure that they become responsible and prudent users. With the help of the government which has provided sophisticated and effective equipment, it will make it easier for teachers and students to use technology in Islamic education in Singapore. With the assistance facilities provided by the government and the courses given in learning digital knowledge, of course, teachers are ready to use different and dynamic learning techniques to shape students' morals to be better and pure. It can be said here that, Islamic Education in this digital era has gone through various challenges in maintaining one's identity. The presence of the digital age has many benefits if they can use it responsibly and prudently. This is because, with responsible use, there are various benefits that can be achieved by each individual as well as contributing to society and the country.

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