CULTIVATING ISLAMIC DIGITAL ETHICS: ISLAMIC RELIGIOUS EDUCATION TEACHERS' STRATEGIES FOR ADDRESSING SOCIAL MEDIA DISTRACTIONS IN MADRASAH IBTIDAIYAH.

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Abstract: This research is motivated by the increasing phenomenon of digital social media distraction which has an impact on decreasing students' learning focus, discipline, and self-control skills. This study aims to analyze the strategies of Islamic Religious Education (PAI) teachers in overcoming digital social media distractions in Madrasah Ibtidaiyah Nahdlatul Ulama, identify supporting and inhibiting factors, and analyze the implications of implementing these strategies. The research uses a qualitative approach with a descriptive type. The research informants consist of the principal, two PAI teachers, one subject teacher, and 15 students selected using the purposive sampling technique. Data was collected through observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman interactive model through data reduction, data presentation, and conclusion drawn. The validity of the data was tested using source triangulation and triangulation techniques. The results showed that PAI teachers applied seven strategies, namely setting rules for the use of gadgets, supervision during learning, giving reprimands, advice and education, using digital media as a learning medium, implementing a peer reminder system, the Night Without Gadgets program, and monthly evaluations. These strategies increased learning focus, discipline, responsibility, learning participation, and the use of social media more wisely. The success of the strategy was supported by school policies, cooperation between teachers and parents, school discipline, teacher examples, and habituation of Islamic values. The inhibiting factors include suboptimal parental supervision, peer influence, excessive social media use habits, and the development of digital technology.

Keywords: PAI teacher strategy, digital distraction, social media, self-control, character education

Abstrak: Penelitian ini dilatarbelakangi oleh meningkatnya fenomena gangguan media sosial digital yang berdampak pada menurunnya fokus belajar, kedisiplinan, dan kemampuan pengendalian diri siswa. Penelitian ini bertujuan untuk menganalisis strategi guru Pendidikan Agama Islam (PAI) dalam mengatasi gangguan media sosial digital di Madrasah Ibtidaiyah Nahdlatul Ulama, mengidentifikasi faktor pendukung dan penghambat, serta menganalisis implikasi penerapan strategi tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Informan penelitian terdiri dari

kepala sekolah, dua guru PAI, satu guru mata pelajaran, dan 15 siswa yang dipilih menggunakan teknik sampling purposif. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Validitas data diuji menggunakan teknik triangulasi sumber dan triangulasi. Hasil penelitian menunjukkan bahwa guru PAI menerapkan tujuh strategi, yaitu menetapkan aturan penggunaan gadget, pengawasan selama proses belajar, memberikan teguran, nasihat, dan bimbingan, memanfaatkan media digital sebagai sarana pembelajaran, menerapkan sistem pengingat antar teman sebaya, program "Malam Tanpa Gadget", serta evaluasi bulanan. Strategi-strategi tersebut meningkatkan fokus belajar, kedisiplinan, rasa tanggung jawab, partisipasi dalam pembelajaran, serta penggunaan media sosial yang lebih bijak. Keberhasilan strategi tersebut didukung oleh kebijakan sekolah, kerja sama antara guru dan orang tua, disiplin sekolah, teladan guru, serta penanaman nilai-nilai Islam. Faktor-faktor penghambat meliputi pengawasan orang tua yang kurang optimal, pengaruh teman sebaya, kebiasaan penggunaan media sosial yang berlebihan, serta perkembangan teknologi digital.

Kata kunci: Strategi guru PAI, gangguan digital, media sosial, pengendalian diri, pendidikan karakter

PENDAHULUAN

Digital distraction is a condition when students' concentration is disturbed due to stimuli from digital devices and social media, such as TikTok, Instagram, WhatsApp, and YouTube. This condition occurs when students' attention shifts from learning activities to digital activities that are not related to the learning process or character development. This phenomenon is not only related to the use of technology, but also shows the low ability to self-regulate in using digital media wisely. Therefore, *digital distraction* It is a challenge that needs attention in the world of education because it affects the quality of learning and the formation of students' character[1]

Phenomenon *digital distraction* It is increasing among students along with the high intensity of social media use in daily life. Based on the results of initial observations conducted at Madrasah Ibtidaiyah Nahdlatul Ulama, around 74% of students show symptoms *digital distraction*, such as easily losing concentration, often distracting from social media, and having difficulty maintaining focus during the

[1]F Martin et al., "Distraksi digital dalam pendidikan: tinjauan sistematis penelitian tentang penyebab, dampak, dan strategi pencegahan," *Penelitian dan Pengembangan Teknologi Pendidikan*, 2025, https://doi.org/10.1007/s11423-025-10550-6.

learning process. These conditions indicate that the level of *digital distraction* among students is quite high so it requires serious attention and handling. Excessive exposure to digital content can reduce study concentration, weaken discipline, reduce self-control skills, and increase dependence on digital devices. In addition, exposure to content that is not in accordance with Islamic values also has the potential to affect students' behavior and character formation. Therefore, *digital distraction* It is not only a technical problem in the use of technology, but also a challenge in forming a balance of cognitive, affective, and moral aspects of students.[2]

To understand this phenomenon, this study uses *self-regulation* theory and behaviorism theory as conceptual foundations. According to Anthonysamy et al. (2020), *self-regulation theory* explains that individuals have the ability to control their thoughts, emotions, and behaviors through the processes *of self-observation*, *self-judgment*, and *self-reaction*. This self-regulation ability plays an important role in helping students control the use of social media wisely, reduce the urge to access social media at inappropriate times, and maintain focus during the learning process. Meanwhile, according to Ulum and Fauzi (2023), the theory of behaviorism views that individual behavior is formed through the relationship between stimulus, response, and *reinforcement*, so that student behavior can be formed through rules, habituation, supervision, teacher examples, and continuous reinforcement. Thus, the two theories complement each other in this study, namely to explain students' ability to control themselves from digital distractions while analyzing how PAI teachers' strategies shape student behavior to be able to use social media wisely, responsibly, and in accordance with Islamic values.

In dealing with this phenomenon, Islamic Religious Education (PAI) teachers have an important role in guiding students to be able to use social media wisely. At Madrasah Ibtidaiyah Nahdlatul Ulama, PAI teachers apply various strategies, such as setting rules for the use of gadgets, supervision during learning, providing advice and education regarding the use of social media, using digital media as a means of

[2] N R Marsuki, M Saifullah, dan N Nurdin, "Dampak Media Sosial terhadap Pembelajaran dan Interaksi Siswa," *Dharma Acariya Nusantara*, 2025, https://doi.org/10.47861/jdan.v3i1.1593.

learning, implementing *a peer reminder system*, implementing the "Night Without Gadgets" program involving parents, and periodic evaluations of changes in students' social media use habits. The strategy aims to improve discipline, study concentration, self-control skills, and form students' religious character through synergy between school and family.[3]

Based on the results of the literature review, the previous study had a different focus from this study. The difference can be seen in Table 1 below.

Research	Focus	Cons
Paradise (2023)	The use of TikTok as a PAI learning medium	Focus on the use of one social media platform and not discuss *digital distractions*
Loyal et al (2025)	Teachers' strategies to utilize technology in learning	Emphasizing the use of technology to enhance learning, not to address digital distractions
Fauzianor et al. (2025)	The role of teachers in maintaining student morale in the digital era	Discuss moral coaching in general without specific strategies for dealing with *digital distractions*
Dandi & Nurdin (2025)	Optimizing social media in learning	Oriented towards the use of social media, not the management of its negative impact
This research	PAI Teachers' Strategies in Overcoming *Social Media Digital Distractions*	

Based on the *research gap*, the novelty of this research lies in its study which specifically analyzes the strategies of Islamic Religious Education (PAI) teachers in overcoming *digital distraction* of social media at Madrasah Ibtidaiyah Nahdlatul Ulama. In contrast to previous research which focused more on the use of social media as a learning medium or the role of teachers in moral development in general, this study comprehensively examines the strategies of PAI teachers through strengthening Islamic values, examples, habituation, self-regulation development, educational use

[3] M Hamdy, A S Himami, dan A Rozaq, "Strategi Guru Pendidikan Islam dalam Pembentukan Disiplin Siswa di SMA Negeri 1 Jombang," Irsyaduna: Journal of Student Studies 2, no. 1 (2022), https://doi.org/10.54437/irsyaduna.v2i1.297

of digital media, and collaboration between schools and parents in minimizing the negative impact of social media. Thus, this research provides a conceptual and practical contribution in the form of a more contextual picture of PAI teachers' strategies in dealing with the challenges of *digital distraction* in accordance with the characteristics of students and school culture.

Based on this description, this study aims to analyze the strategies of Islamic Religious Education teachers in overcoming *digital distractions* of social media in Madrasah Ibtidaiyah Nahdlatul Ulama, identify the factors that support and hinder the implementation of the strategy, and describe its implications for increasing learning concentration, discipline, self-control skills, and the formation of students' religious character. The results of this study are expected to enrich the study of PAI teachers' strategies in facing the challenges of the digital era and become a reference for teachers, schools, and policy makers in designing learning strategies that are adaptive to technological developments without overriding Islamic values.

RESEARCH METHODS

This study uses a type of qualitative research with a descriptive approach. The qualitative approach aims to gain a deep understanding of a phenomenon through the collection of data in descriptive form, both in the form of words, behaviors, and relevant documents[4]. Meanwhile, a descriptive approach is used to describe systematically and objectively the strategies of Islamic Religious Education (PAI) teachers in overcoming *digital distraction* social media on students.

This research was carried out at Madrasah Ibtidaiyah Nahdlatul Ulama from December 2025 to May 2027. The determination of informants uses the purposive sampling technique, which is the deliberate selection of informants based on certain criteria that are directly related to the focus of the research[5]. The research informants consisted of 1 school principal, 2 Islamic Religious Education (PAI) teachers, 1 teacher of other subjects, and 15 students, making the total number of informants 19 people.

[4] A D S Fitri, *Riset Kualitatif*, 2026, https://doi.org/10.13140/RG.2.2.10161.24164.
[5] A Andaristo, N Tatihoran, dan R Firdaus, "Konsep Populasi dan Sampel dalam Penelitian Kuantitatif dan Pemilihan Peserta/Informan Kunci dalam Penelitian Kualitatif," 2025, https://doi.org/10.35896/IJECIE.V9I2.910.

Data collection techniques are carried out through observation, interviews, and documentation. Observations are carried out to obtain an overview of the learning process and students' behavior in the use of social media in the school environment. Interviews were conducted in depth with all informants and were held in three meetings, with a duration of about 45–60 minutes in each interview session. Documentation is used as supporting data in the form of school archives, photos of activities, learning documents, and other documents related to research [6].

The data analysis uses the Miles and Huberman interactive analysis model which includes three stages, namely data reduction, data presentation, and conclusion drawn. The analysis process is carried out continuously from data collection until clear, systematic findings are obtained, and in accordance with the research focus[7]. After the data is collected, the researcher conducts a process *Coding* As part of data analysis, namely by providing codes on the results of interviews, observations, and documentation according to the research theme [8]. Furthermore, the data is grouped into categories that include PAI teachers' strategies, supporting factors, inhibiting factors, and strategy implications, making it easier for researchers to identify patterns and draw research conclusions.

To ensure the validity of the data, this study applied source triangulation techniques and triangulation techniques [9]. Source triangulation is carried out by comparing information obtained from school principals, PAI teachers, subject teachers, and students. Meanwhile, technical triangulation is carried out by comparing the results of observations, interviews, and documentation so that the data obtained can corroborate each other. In addition, the researcher also conducts member checking, which is reconfirming the results of interviews with informants to ensure that the data obtained is in accordance with the information intended by the source.

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[6] J A Wade-Berg, "Observation," dalam *Pengamatan*, 2022, https://doi.org/10.1007/978-981-19-5441-2_25.

[7] Q Qomaruddin dan H Sa'diyah, "Studi Teoretis Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles, dan Huberman," *Jurnal Manajemen, Akuntansi, dan Administrasi* 1, No. 2 (2024): 77–84, https://doi.org/10.52620/jomaa.v1i2.93.

[8] A Husain, "Dampak Penggunaan Media Digital terhadap Prestasi Belajar Anak-anak," *Jurnal Humaniora Sosial dan Penelitian Pendidikan* 3, no. 6 (2025): 249–58, https://doi.org/10.62383/risoma.v3i6.1280.

[9] A S Sari, N Aprisilia, dan Y Fitriani, "Teknik Pengumpulan Data dalam Penelitian Kualitatif," *Jurnal Riset Indonesia tentang Pendidikan*, 2025, https://doi.org/10.31004/irje.v5i4.3011.

RESULTS AND DISCUSSION

A. The Application of PAI Teachers' Strategies in Overcoming *Digital Distraction*

A strategy is a series of ways or steps that are arranged in a planned and systematic manner to achieve a specific goal[10]. Based on the results of interviews with the Principal, Islamic Religious Education (PAI) teachers, classroom teachers, and several students, information was obtained that PAI teachers have made various efforts in overcoming *digital distraction* social media at Madrasah Ibtidaiyah Nahdlatul Ulama. These efforts are carried out through preventive, educational, and character building approaches that are tailored to the conditions and needs of students. Findings from various informants show that the strategies applied complement each other in creating a conducive learning environment and forming a more responsible use of social media.

The results of the interview with the school principal showed that the school implemented a policy prohibiting bringing mobile phones into the madrasah environment, except in certain conditions related to learning activities or the implementation of exams. The policy aims to minimize the potential for *digital distraction* during the learning process, increase students' concentration, and build habits of using technology responsibly through cooperation between schools and families. Students are not allowed to bring mobile phones to school. Our teachers are directed to continue to supervise during learning, while our parents are involved so that the use of gadgets at home can also be supervised. That way, coaching for students is not only carried out at school, but also continues in the family environment [11]

These findings were strengthened by the results of interviews with PAI teachers who showed that strategies in overcoming *digital distraction* of social media are carried out through the preparation of learning contracts at the beginning of learning, supervision during the learning process, providing advice and education on the wise use of social media, the use of digital media as a learning medium as

[10] tewart R Clegg et al., *Strategi*, 2023, https://doi.org/10.4135/9781036231224..
[11] Wawancara dengan Kepala Sekolah (Ibu Wakhidah) pada 07 Januari, 2026.

needed, and continuous coaching to foster a responsible attitude in the use of social media [12].

In addition, the results of interviews with classroom teachers show that social media can be used as a means of learning if used appropriately and in accordance with learning goals. In an effort to overcome *digital distraction* of social media, teachers not only utilize digital media as a learning medium, but also implement various strategies, such as habituation, example, *peer reminder* systems, and the Night Without Gadgets program. These strategies are applied as a form of character development to foster students' awareness to be wiser, responsible, and able to control the use of social media in daily life [13].

Although in general, students gave a positive assessment of the strategies implemented by PAI teachers in overcoming *digital distractions* on social media, there were three students who provided views and inputs on the implementation of the strategy. One of the students said that the implementation of rules for the use of gadgets, teacher supervision during the learning process, and providing advice had helped improve focus and discipline in learning. However, according to him, the effectiveness of the strategy still needs to be supported by parental supervision in the family environment, considering that the habit of using social media at home still affects the concentration of learning and control of the use of social media by students[14].

Another student revealed that the use of digital media as a learning medium, accompanied by coaching, direction, and supervision from teachers, helped him better understand how to use social media wisely and responsibly. According to him, the strategies implemented by teachers provide benefits in increasing awareness to use social media positively. However, the effectiveness of these strategies still depends on the ability of each student to control the use of mobile phones and social media, especially when outside the school environment and under parental supervision[15].

[12] Wawancara dengan Guru Pendidikan Agama Islam (Fahrorrazi & Suhawi) pada 07 Januari, 2026.
[13] Wawancara dengan Guru Kelas (Sirajuddin) pada 07 Januari, 2026.
[14] Wawancara dengan Murid (Hamisa Talita) pada 07 Januari, 2026.
[15] Wawancara dengan Murid (Yaumil Khairiyah) pada 07 Januari, 2026.

Meanwhile, other students said that habituation of Islamic values, teacher examples, and programs implemented at school help reduce social media distractions during learning. However, he assessed that the strategy needs to be carried out in a sustainable manner because the influence of the friendship environment and the development of social media can still affect learning concentration [16].Based on the findings of interviews and observations, the author describes several strategies applied by PAI teachers in overcoming *digital social media distractions* at Madrasah Ibtidaiyah Nahdlatul Ulama:

From an Islamic perspective, self-control over things that can be negligent is part of the formation of a Muslim's morals and character.

مِنْ حُسْنِ إِسْلَامِ الْمَرْءِ تَرْكُهُ مَا لَا يَعْنِيهِ

"Among the good signs of a person's Islam is to abandon something that is not useful to him." HR. Tirmidhi No. 2317.

The hadith is the basis that students need to be guided to be able to use social media wisely, avoid unuseful digital activities, and develop self-control in accordance with Islamic values.

The first is the determination of rules for the use of gadgets and social media in the school environment and at home. The implementation of this rule begins with socialization activities to provide students with an understanding of the importance of using gadgets and social media wisely, responsibly, and in accordance with learning goals. Socialization is carried out so that students not only know the existence of rules, but also understand the reasons and benefits of their application in preventing *digital distraction*. Through this socialization, it is hoped that students will have the awareness to control the use of social media so that it does not interfere with the learning process and daily activities[17].

As a reinforcement, the madrasah installed educational pamphlets or posters at several strategic points as a visual reminder medium so that students always remember the importance of controlling the use of gadgets and social media while in the school environment. The pamphlet contains educational

[16] Wawancara dengan Murid (Moh. Yusuf) pada 07 Januari, 2026.
[17] D R Fadilla et al., "Sosialisasi Teknologi Digital yang Memengaruhi Perilaku Siswa," *Al-um* 1, No. 2 (2025): 86–96, https://doi.org/10.53398/alumm.v1i2.346.

messages about the wise use of social media, the importance of maintaining focus on learning, and an invitation to use digital technology positively and responsibly. The existence of this pamphlet also serves as a reminder that can be seen every day by students so that the values that have been conveyed through socialization can continue to be embedded in them[18].

These findings show that the establishment of rules for the use of gadgets and social media not only aims to limit the use of digital devices, but also builds students' self-regulation skills. This is in line with Self Regulation Theory which explains that students need to have awareness to control their behavior in using social media [19]. From the perspective of behaviorism theory, rules, socialization, and educational pamphlets are stimuli that can form disciplinary habits through continuous habituation. This finding is also in line with Martin et al. (2025) who stated that the policy of using digital devices in schools is effective in reducing *digital distraction*. However, this study shows that the effectiveness of strategies is getting stronger because it is combined with the cultivation of Islamic values and the formation of students' character.

The second is supervision during learning activities. This strategy is applied because during the learning process, students have the potential to experience *digital distractions* that can distract from the material being studied. Therefore, supervision is carried out to ensure that students remain focused on learning activities, comply with the rules for using gadgets, and use digital media in accordance with learning goals. Teachers actively monitor students' activities and behaviors in the classroom to ensure that their involvement remains focused on the learning material (Ali, 2023). In addition, direct supervision allows teachers to know early on if there are students who are starting to lose concentration or use digital media outside of the interests of learning.

[18] D Haiti et al., "Menyusun Peraturan Sekolah untuk Penggunaan Media Sosial yang Bijaksana," *Jurnal Konservasi (Inovasi Konservasi)* 3, no. 4 (2024): 705, https://doi.org/10.20527/ilung.v3i4.11419.
[19] L Anthonysamy, K A Choo, dan H S Hin, "Kerangka Strategis Pengaturan Diri untuk Meminimalkan Gangguan dalam Masyarakat Digital," *Journal of Physics: Seri Konferensi* 1529, no. 5 (2020): 52027, https://doi.org/10.1088/1742-6596/1529/5/052027.

This supervision serves as a control mechanism against the potential emergence of *digital distraction* which can reduce concentration, reduce learning participation, and inhibit the effectiveness of the learning process [20]. If students are found to violate the rules or use gadgets for purposes outside of learning, teachers immediately provide reprimands, directions, and educational guidance so that students refocus on learning activities. Through consistent supervision, teachers can help students build discipline, improve their ability to control the use of digital media, and create a more orderly, conducive, and effective learning atmosphere.

These findings show that supervision during learning plays an important role in reducing *digital distraction* by keeping students' attention focused on the learning process. This is in line with Self Regulation Theory which explains that supervision helps students develop the ability to control their attention and behavior in using digital media [21]. From the perspective of behaviorism theory, supervision, reprimand, and direction of teachers are forms of stimulus and reinforcement that shape students' disciplinary habits. This finding is also in line with [22].who stated that the active involvement of teachers in supervising the learning process is an effective strategy to minimize *digital distraction* and increase learning concentration.

The third is the provision of reprimands, advice, and education related to the wise use of social media. This strategy is implemented because not all students have the awareness and ability to control the use of social media independently. Therefore, teachers need to provide guidance on an ongoing basis so that students understand the impact of social media use on the learning process and are able to build self-control in utilizing digital technology. Teachers continuously provide direction to students regarding the importance of self-control in the use of social media, the application of ethics in communicating in the digital space, and the use of technology for activities that are positive and support the learning process

[20] G Oberoi, "Disrupsi Teknologi dalam Pendidikan Kontemporer: Studi Komprehensif tentang Dampaknya dan Strategi Manajemen," 2023, https://doi.org/10.13140/RG.2.2.14227.66080.
[21] Anthonysamy, Choo, dan Hin, "Kerangka Strategis Pengaturan Diri untuk Meminimalkan Gangguan dalam Masyarakat Digital."

(Matang et al., 2025). Through these efforts, students are expected to be able to understand the benefits and risks of using social media so that they can use it more responsibly[23].

These findings show that providing reprimands, advice, and education is an effective strategy in building students' awareness to control the use of social media wisely. This is in line with Self Regulation Theory which explains that the ability to control behavior begins with awareness and self-evaluation of the actions taken [24]. From the perspective of behaviorism theory, advice and coaching provided repeatedly are a form of *reinforcement* that can form positive behavior in students. This finding is also in line with. who stated that education on the responsible use of digital media plays an important role in reducing *digital distraction*. However, this study shows that advice combined with Islamic values not only reduces digital distractions, but also strengthens the formation of students' character.

Fourth is the positive use of digital media to support the learning process. This strategy is implemented because social media and digital devices are an inseparable part of students' lives. Therefore, teachers not only try to limit their use, but also direct students to use digital media for activities with educational value. In addition, the limitations of digital-based learning facilities in schools encourage teachers to use available devices, such as mobile phones or laptops, as learning support media according to their needs. Teachers do not view technology as something that must be avoided, but as a means that can be integrated into teaching and learning activities. Social media is also directed as a source of information, a medium for delivering materials, and supporting means that can enrich students' understanding.

In addition, the use of technology in the presentation of materials is also carried out so that the learning process becomes more varied, interactive, and easy

[23] D Agarwal, "Dampak Media Sosial terhadap Kesadaran dan Keterlibatan Mahasiswa dalam Isu Sosial," 2024, https://doi.org/10.13140/RG.2.2.13484.48004

[24] Anthonysamy, Choo, dan Hin, "Kerangka Strategis Pengaturan Diri untuk Meminimalkan Gangguan dalam Masyarakat Digital."

to understand by students [25]. Through this utilization, teachers try to direct students to use technology appropriately in accordance with learning needs and not solely for entertainment purposes. Fifth is the implementation of a reminder system between students (*Peer Reminder System*). This strategy focuses on the active participation of students in controlling *digital distraction* through a mechanism of reminding each other among peers. In its implementation, students are directed to provide reminders if there are friends who start to lose focus, use gadgets outside the interests of learning, or show behavior that has the potential to interfere with the smooth learning process. The teacher plays the role of providing direction on how to convey reminders politely and respectfully so as to create a conducive learning atmosphere.

These findings show that the positive use of digital media helps students view technology as a means of learning, not just entertainment. This is in line with Self Regulation Theory which emphasizes the importance of being able to control the use of digital media according to learning goals (Anthonysamy et al., 2020). From the perspective of behaviorism theory, the habit of using digital media for educational activities can form positive learning behaviors. This finding is also in line with Martin et al. (2025) who stated that the targeted use of technology can reduce *digital distraction* and increase student involvement in learning.

The fifth is the implementation *of a peer reminder system* or reminder system between students. This strategy is applied because students tend to more easily receive input or reminders from peers who have closeness in daily interactions. In addition, the influence of peers is one of the factors that can affect students' behavior in using social media, both positively and negatively. Therefore, teachers involve peers as a reminder for students to remind each other when there are friends who are distracted by social media, use gadgets outside of learning interests, or access or watch content that is not in accordance with positive values, both in the school environment and outside of school.

[25] Alisia Zahroatul Baroroh, Diyah Andini Kusumastuti, dan Rahmat Kamal, "Pemanfaatan Teknologi dalam Pembelajaran," *Perspektif: Jurnal Pendidikan dan Ilmu Bahasa* 2, No. 4 (2024): 269–86, https://doi.org/10.59059/perspektif.v2i4.1952.

The implementation of the reminder system between students aims to develop an attitude of responsibility, social concern, and the ability to work together in realizing an orderly and conducive learning environment. Through the active involvement of students, control *digital distraction* Not only is it the responsibility of the teacher, but also the responsibility of all students [26]. This indicates that the control of the use of digital media can be optimized through the active involvement of students. Through mutual reminder interactions, students are trained to improve their self-control skills, foster concern for their peers, and strengthen a sense of responsibility in maintaining a conducive learning atmosphere. Thus, the application of *Peer Reminder System* make a meaningful contribution to minimizing *digital distraction*, improving discipline, and encouraging students to remind each other in using social media wisely, both during the learning process and in daily life outside the school environment.

These findings show that the application of *the peer reminder system* helps students develop self-control through peer support. This is in line with Self Regulation Theory which explains that the ability to control behavior can be strengthened through the process of self-reflection and the influence of the social environment. From the perspective of behaviorism theory, the habit of reminding each other is a form of *reinforcement* that encourages the formation of disciplinary behaviors. This finding is also in line with Martin Dkk [27]. who stated that a supportive learning environment can help reduce *digital distraction* and increase student involvement in learning.

The sixth implemented by PAI teachers is the *A Night Without Gadgets* which involves the active participation of parents. This strategy is applied at night because it is a period when students are more at home and the use of gadgets tends to be higher than when they are at school. This condition has the potential to increase excessive use of social media so that it interferes with study time,

[26]Yotsaphat Jomtharak, Wuttiporn Suamuang, dan Surachai Suksakulchai, "Pengembangan Sistem Informasi untuk Meningkatkan Ketepatan Waktu dan Tanggung Jawab Mahasiswa," *Konferensi Pendidikan STEM Internasional ke-9 (ISTEM-ED) 2024*, 2024, https://doi.org/10.1109/iSTEM-Ed62750.2024.10663157.

[27] Anthonysamy, Choo, dan Hin, "Kerangka Strategis Pengaturan Diri untuk Meminimalkan Gangguan dalam Masyarakat Digital."(2025)

completing assignments, worship, interaction with family, and rest time. Therefore, parental involvement is very important because they are the parties who directly accompany and supervise students in the family environment. This program is a form of school and family in controlling the use of digital devices outside of school [28].

This program is also in line with the instilling of religious values that are part of PAI learning, such as discipline in managing time, responsibility, self-control (*An-An-An*), as well as the habit of carrying out worship and respecting rest time. With the reduced use of gadgets at night, students have a greater opportunity to perform prayers, read the Qur'an, study, interact with family, and get enough rest [29]. This strategy is considered effective because supervision is not only carried out at school, but also continues in the home environment through cooperation between teachers and parents. The collaboration helps create healthier habits of digital media use, reducing the potential *digital distraction*, as well as increasing students' readiness to participate in learning the next day.

The findings show that the *Night Without Gadgets* program is effective in building more controlled digital media use habits through cooperation between schools and parents. This is in line with Self Regulation Theory which explains that self-control skills develop through consistent environmental support [30]. From the perspective of behaviorism theory, habituation and supervision carried out in a sustainable manner can shape students' disciplined behavior. This finding is also in line with Martin who affirm that collaboration between schools and families is an effective strategy to reduce *digital distraction* and support learning success.

The seventh implemented by PAI teachers is in the form of monthly evaluations of changes in students' social media use habits. This strategy is implemented because *digital distraction* control requires continuous monitoring and

[28] S Andreadis dan M Watts, "Program Istirahat Makan Siang Tanpa Perangkat: Sebuah Eksperimen untuk Mendorong Penggunaan Perangkat Elektronik yang Seimbang di Sekolah Menengah Internasional," *Jurnal Eropa tentang Pembelajaran Terbuka, Jarak Jauh, dan E-Learning* 24, No. 1 (2022): 1–10, https://doi.org/10.2478/eurodl-2022-0001.

[29] Ridha Sakina Oktari dan Sartono, "Analisis Dampak Penggunaan Gadget Sebelum Tidur terhadap Kualitas Tidur dan Prestasi Belajar Siswa," *Jurnal Yudistiria: Publikasi Penelitian tentang Pendidikan dan Bahasa* 3, no. 3 (2025): 112–23, https://doi.org/10.61132/yudistira.v3i3.1952.

[30] Anthonysamy, Choo, dan Hin, "Kerangka Strategis Pengaturan Diri untuk Meminimalkan Gangguan dalam Masyarakat Digital."

evaluation to determine the development of students' behavior and assess the effectiveness of the strategies that have been implemented. Through this evaluation, teachers can identify various obstacles that students are still facing as well as determine the necessary follow-up so that coaching can run optimally.

This evaluation is carried out periodically every month through meetings between the school and parents, communication through the WhatsApp group of the student's guardian, and the submission of a brief report on the development of students. Through the WhatsApp group of guardians, teachers can convey information about the development of students, provide appeals related to restrictions on the use of gadgets at home, and discuss with parents about the obstacles faced in supervising children's social media use. The communication that is carried out regularly is a means to strengthen cooperation between schools and families in guiding students to use social media wisely and responsibly [31].

The findings show that monthly evaluations are an important strategy to ensure the sustainability of *digital distraction* control through regular monitoring and follow-up. This is in line with Self Regulation Theory which explains that self-evaluation and feedback are an important part of forming the ability to control behavior [32].From the perspective of behaviorism theory, regular evaluation and communication are a form of *reinforcement* that helps maintain positive behavior of students. This finding is also in line with Martin et al. (2025) who stated that continuous monitoring and evaluation are needed so that digital distraction control strategies can run effectively.

Overall, the seven strategies show that efforts to overcome *digital distraction* cannot be done only through restricting the use of social media, but require an integrated approach through the formation of self-regulation, habituation of positive behavior, and collaboration between schools, students, and parents so as to create a wiser and more responsible use of digital media.

[31] Jaël Muls et al., "Mengidentifikasi Karakteristik Kebijakan Media Sosial di Sekolah Menengah," *Teknologi Pendidikan dan Informasi* 25, no. 1 (2020): 281–305, https://doi.org/10.1007/S10639-019-09971-7.

[32] Anthonysamy, Choo, dan Hin, "Kerangka Strategis Pengaturan Diri untuk Meminimalkan Gangguan dalam Masyarakat Digital."

B. Implications of Implementing *Digital Distraction Strategy*

Implications are the consequences, impacts, or consequences that arise from an action, policy, or strategy applied in a process, including in learning [33]. Based on the results of interviews with various informants, the implementation of control strategies *digital distraction* Social media at Madrasah Ibtidaiyah Nahdlatul Ulama shows a positive impact on student behavior and the learning process.

The results of the interview with the Principal showed that the strategies implemented began to provide changes to the discipline, responsibility, and focus of students' learning. The Principal explained that school policies supported by the active role of teachers and good cooperation with parents are able to create a more conducive learning environment so that students can follow the learning process more optimally[34]

These findings were strengthened by the results of interviews with PAI teachers who said that the implementation of various strategies, such as habituation, supervision, counseling, and education on the wise use of social media, has provided positive changes to students' behavior. The teacher revealed that students become more directable, pay more attention to explanations during learning, and begin to understand the importance of using social media responsibly. Other PAI teachers also explained that the reduction of distractions due to the use of social media has an impact on creating a more orderly, conducive learning atmosphere, and increasing the activeness of students in following the learning process [35].

The results of interviews with class teachers show that students are starting to show changes in complying with school rules and are better able to control the use of digital media while in the school environment. According to the class teacher, these changes reflect the increasing awareness of students in using social media more wisely and responsibly [36].

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[33] Johanna L Degen, "Implikasi," dalam *Pembentukan Diri Parasosial: Tentang Psikologi Hubungan dan Keintiman di Era Digital BT - Studi Palgrave dalam Psikologi Siber* (Palgrave Macmillan, 2025), 143–56, https://doi.org/10.1007/978-3-032-07438-6_8.

[34] Wawancara dengan Kepala Sekolah (Ibu Wakhidah) pada 07 Januari, 2026.

[35] Wawancara dengan Guru Pendidikan Agama Islam (Bpk Fahrorazi & Suhawi) pada 07 Januari, 2026.

[36] Wawancara dengan Guru Kelas (Bpk Sirajuddin) pada 07 Januari, 2026.

The findings were also supported by the results of interviews with students. One of the students said that he became more focused on participating in learning because he was used to obeying school rules regarding the use of gadgets and began to understand the importance of using social media wisely so as not to interfere with learning activities [37].

Another student revealed that the advice and supervision provided by the teacher helped him control the desire to open social media during class hours so that the learning atmosphere became more comfortable and concentration on the learning material increased [38].

In addition, other students said that they began to limit the use of social media when they were at home so as not to interfere with study time and to be more disciplined in managing time between studying, using digital media, worshiping, and resting [39].Based on these findings, the implementation of the social media *digital distraction* control strategy at Madrasah Ibtidaiyah Nahdlatul Ulama provides various implications for the development of student behavior, the effectiveness of the learning process, and character formation. The resulting implications include:

First, improving students' ability to focus and concentrate on learning. Because restrictions and supervision of the use of digital media help students focus more on learning materials so that the learning process takes place more effectively. This condition makes students less easily distracted by social media, more able to follow the teacher's explanations, and more active in understanding and completing learning tasks[40].

Second, increasing the discipline and responsibility of students in complying with the rules for the use of gadgets and social media through habituation that is carried out consistently. The implementation of this strategy encourages students to be more orderly in following the learning process, more

[37] Wawancara dengan Murid (Hamisa Talita) pada 07 Januari, 2026.
[38] Wawancara dengan Murid (Moh. Yusuf) pada 07 Januari, 2026.
[39] Wawancara dengan Murid (Yaumil Khairiyah) pada 07 Januari, 2026.
[40] A Husain, "Dampak Penggunaan Media Digital terhadap Prestasi Belajar Anak-anak," *Jurnal Humaniora Sosial dan Penelitian Pendidikan* 3, no. 6 (2025): 249–58, https://doi.org/10.62383/risoma.v3i6.1280.

responsible in utilizing digital media, and able to control the use of social media in accordance with the rules that have been set in the school environment and at home. [41].

Third, Reduced distractions (*digital distractions*) during learning, because students are starting to be able to control the use of social media and understand that digital media needs to be used according to learning needs.

Fourth, increased student involvement in learning activities. The reduction of digital distractions provides space for students to more actively participate in the learning process, either through asking questions, answering questions, expressing opinions, and participating in discussions. This contributes to the creation of a learning atmosphere that is more interactive, conducive, and supports the achievement of learning goals [42].

Fifth, the development of the quality of students' social interactions. Reducing the use of digital media during learning activities provides opportunities for students to improve direct communication with teachers and peers. This condition supports the formation of better social relationships, improves the ability to work together, and strengthens positive interactions in the school environment.

Sixth, strengthening students' character based on Islamic values. In addition to having an impact on the academic aspect, the implementation of *digital distraction* control strategies also contributes to the formation of students' character. Through habituation in using technology wisely, students begin to develop discipline, responsibility, self-control, and awareness of the importance of maintaining manners in utilizing digital media.

Seventh, increasing parental involvement in supporting the control of digital media use. The implementation of this strategy also strengthens the

[41] María A Pérez-Juárez et al., "Dari Disrupsi Digital ke Motivasi Digital: Utopia atau Realitas," dalam *Disrupsi Digital di Ruang Kelas Perguruan Tinggi*, ed. Abraham Edward Flanigan dan Jackie HeeYoung Kim (IGI Global Scientific Publishing, 2022), 205–22, https://doi.org/10.4018/978-1-7998-9243-4.ch010.

[42] S M Sabri et al., "Analisis Deskriptif Mengenai Dampak Alat Digital Terhadap Keterlibatan Peserta Didik Dalam Pendidikan Tinggi," *Jurnal Internasional Pendidikan, Psikologi, dan Konseling* 10, no. 59 (2025): 1231–52, https://doi.org/10.35631/IJEPC.1059090.

cooperative relationship between the school and the family. Parents responded positively to changes in student behavior which showed an increase in regulating the use of social media, more focused on learning, and more directed in utilizing technology in the home environment.

However, the implementation of *digital distraction* control strategies has not fully yielded maximum results. Some students still have difficulty in maintaining a controlled pattern of digital media use, especially when they are outside the school environment and do not receive direct supervision. Therefore, continuous efforts are needed to strengthen it through the implementation of consistent rules, periodic evaluations, and increased cooperation between schools, teachers, parents, and students.

Overall, the implementation of *the digital distraction* control strategy has positive implications for increasing learning concentration, discipline, student involvement in learning, quality of social interaction, and character building. However, the successful implementation of the strategy still requires support from various parties so that the control of social media use can take place effectively, sustainably, and in accordance with educational goals.

C. Supporting and Inhibiting Factors of *Digital Distraction Strategy*

Supporting factors are all conditions that play a role in facilitating and strengthening the successful implementation of the control strategy *digital distraction*, while inhibiting factors are conditions that can reduce effectiveness or become obstacles in their implementation [43]. Based on the results of interviews with the Principal, the success of the control strategy *digital distraction* It is supported by a policy of prohibiting the use of mobile phones, teacher supervision, and cooperation with parents. However, supervision of the use of social media outside of school is still an obstacle, so continuous parental assistance is needed [44]

[43] D Biedermann, J Schneider, dan H Drachsler, "Intervensi pengendalian diri digital untuk mengatasi multitasking media yang mengganggu: tinjauan sistematis," *Journal of Computer Assisted Learning* 37, no. 5 (2021): 1217–31, https://doi.org/10.1111/JCAL.12581

[44] Wawancara dengan Kepala Sekolah (Ibu Wakhidah) pada 07 Januari, 2026.

The results of interviews with PAI teachers show that the success of the strategy is supported by school rules, habituation of Islamic values, teacher examples, communication with parents, and the use of digital media as a learning medium. However, teachers still face obstacles in the form of students' habits of using social media at home, peer influence, and there are still students who secretly bring cellphones to school [45].

These findings were strengthened by the results of interviews with classroom teachers who explained that the support of all teachers in implementing school rules, exemplary use of technology wisely, and good communication with parents are important factors in supporting the success of *digital distraction* control. However, classroom teachers revealed that the difference in the level of awareness of students in complying with the rules is still a challenge so that consistent and continuous coaching is needed [46].

The results of interviews with students also showed that there were various factors that affected the success of the strategy. One of the students said that the school's rules regarding the use of gadgets helped him focus more on learning. However, he still has difficulty limiting the use of social media when he is at home because parental supervision is not fully optimal [47].

The same thing was also conveyed by another student who explained that the habituation of religious activities at school helped him control the use of social media. Even so, he is still occasionally distracted by various social media content when studying at home, so he continues to try to limit the use of digital media so as not to interfere with learning activities [48].

Other students revealed that the advice and guidance provided by teachers helped them use social media more wisely and improve discipline in learning. However, she admitted that she was still sometimes influenced by peer invitations to follow trends on social media so that self-control still needed to be improved

[45] Wawancara dengan Guru Pendidikan Agama Islam (Bpk Fahrorrazi & Bpk Suhawi) pada 07 Januari, 2026.
[46] Wawancara dengan Guru Kelas (Bpk Sirajuddin) pada 07 Januari, 2026.
[47] Wawancara dengan Murid (Hamisa Talita) pada 07 Januari, 2026.
[48]Wawancara dengan Murid (Moh. Yusuf) pada 07 Januari, 2026.

(Interview, [49].Based on the results of the interview, it can be identified that there are several factors that support and hinder the implementation of the digital *distraction control strategy of* social media at Madrasah Ibtidaiyah Nahdlatul Ulama.

First, the support of the principal through school policies. The principal sets the rules prohibiting bringing mobile phones to school and provides directions to teachers to carry out supervision and coaching on an ongoing basis. This policy is the basis for the implementation of *digital distraction control strategies*.

Second, cooperation between teachers and parents. The involvement of parents in supervising students' activities outside of school is an important supporting factor. Through this cooperation, the control of social media use can be carried out in a sustainable manner, not only when students are at school, but also in the family environment [50].

Third, there are clear and consistently applied school rules. School regulations regarding the use of gadgets help shape student discipline and provide clear limits on the use of technology so as not to interfere with the learning process.

Fourth, the example of teachers in using technology wisely. Teachers' attitudes and behaviors in utilizing technology provide real examples for students. These examples can encourage students to use digital media more positively and responsibly.

Fifth, religious activities and character building. The habituation of religious values in schools also supports the control *of digital distraction* because it is able to instill an attitude of discipline, responsibility, and the ability to control oneself in the use of digital media. In addition to supporting factors, there are also several factors that are obstacles in the implementation of *social media digital distraction* control strategies, namely:

[49] Wawancara dengan Murid (Yaumil Khairiyah) pada 07 Januari, 2026.

[50] Arina Aftitrya Izzati dan Slamet Bambang Riyono, "Penerapan Internet yang Sehat dan Aman untuk Menanamkan Kebiasaan Bijak dalam Penggunaan Media Sosial pada Siswa SMP," *Jurnal Pelayanan Masyarakat dan Penelitian Pendidikan* 4, No. 1 (2025): 6177–82, https://doi.org/10.31004/jerkin.v4i1.2648.

First, the lack of optimal parental supervision at home. The difference in parental supervision patterns on the use of social media causes teachers to experience limitations in controlling students' behavior when outside the school environment.

Second, the low awareness of some students of the applicable rules. Some students still have difficulties in controlling the habit of using social media, so continuous coaching is needed to be able to understand the importance of using technology wisely.

Third, the influence of the peer environment. Interaction with friends can affect students' habits in using social media. The urge to follow certain digital trends or activities sometimes makes it difficult for students to reduce their dependence on social media.

Fourth, the habit of using social media that has been inherent in daily life. The intensity of the use of social media and digital platforms such as YouTube, which has become part of students' activities, is one of the challenges in changing the behavior pattern of technology use.

Fifth, the rapid development of technology. Ease of access to various digital platforms is a challenge in itself because it increases the chances of digital disruptions that can affect students' concentration in the learning process.

Overall, these supporting and inhibiting factors show that the success of controlling *digital distraction* is not only the responsibility of PAI teachers, but requires the involvement of various parties, such as school principals, teachers, parents, and students. Collaboration from all these elements is an important aspect in creating a more directed, wise, and responsible use of digital media.

CONCLUSION

Based on the results of research on the strategies of Islamic Religious Education (PAI) teachers in overcoming *digital distractions* of social media at Madrasah Ibtidaiyah Nahdlatul Ulama, it can be concluded that the use of social media and digital devices has become an integral part of students' daily activities. This has an impact on the emergence of concentration disorders, decreased focus on learning, and less than

optimal student involvement in the learning process, even though schools have set rules for the use of gadgets.

In overcoming these problems, PAI teachers implement various strategies in a planned and sustainable manner, namely the establishment of rules for the use of gadgets and social media, supervision during learning, giving reprimands, advising, and education, positive use of digital media, implementing a *peer reminder system*, implementing the "Night Without Gadgets" program involving parents, and monthly evaluations of changes in students' social media use habits. The strategy not only focuses on controlling the use of social media, but also on forming student character that is disciplined, responsible, and based on Islamic values.

The implementation of this strategy has a positive impact in the form of increased focus and concentration on student learning, increased discipline, reduced use of social media during learning, increased learning participation, and the creation of a more conducive and interactive classroom atmosphere. In addition, there is an increase in social interaction in the classroom environment and the development of students' awareness in using digital media more wisely.

Furthermore, the factors supporting the success of this strategy include the support of the principal, cooperation between teachers and parents, teacher examples, the existence of clear school rules, as well as religious activities and character building that strengthen students' attitudes of discipline and responsibility.

Meanwhile, the inhibiting factors found include the lack of parental supervision at home, the low awareness of some students, peer influence, excessive use of social media and YouTube, and the rapid development of technology that makes it easier to access digital media, increasing the potential for distractions in learning.

Overall, the strategy of PAI teachers in overcoming *digital distractions* of social media at Madrasah Ibtidaiyah Nahdlatul Ulama has a positive impact on the learning process and the formation of students' character, although it still needs to be strengthened through continuous evaluation and increased synergy between schools, teachers, students, and parents so that the results achieved are more optimal.

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